The Child-Centered Speller

Book One

GRADES I to IV

Jesse E. Adams

Edward Magrath
104 Belvoir ave
Chatt. Tenn
city

Love to Peter
From
Grandmother L.

Do try each
day a few and
you will be
Past in spelling

THE CHILD-CENTERED SPELLER

BOOK ONE

FOR FIRST, SECOND, THIRD, AND FOURTH GRADES

BY

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FOREWORD

The publication of this speller is the culmination of a long-cherished wish on the part of the writer—a wish to make available to the childhood of America a book that will make the process of learning to spell the needed words of the mother tongue a pleasant activity. The time has come when more attention must be given to the ideals and attitudes that accompany the learning of the subject-matter.

To emphasize properly these ideals, the method of teaching in spelling must be such as to center the attention on the child as well as on the words to be learned. How the child learns, how he reacts, how he feels, and what attitudes he develops have not received their share of attention in the past. Children not only must be taught how to spell correctly, but they must also be taught to *want* to spell correctly. The hope of inculcating these *concomitant* learnings by making the child the center of the teaching process, rather than the subject-matter, has been constantly in the mind of the author while writing this book. Consequently, no title seemed more appropriate for this publication than —THE CHILD-CENTERED SPELLER.

In the publication of this book, the writer wishes to acknowledge his indebtedness to Dr. C. C. Ross, Professor of Education and Head of the Department of Educational Psychology at the University of Kentucky, who critically read the entire manuscript and who offered many valuable suggestions for its improvement; to Lawrence Yates, Assistant Professor of English at the University of Kentucky, who also read the entire manuscript; to my wife, who has been a constant worker on this publication from the time of its inception, and who might well be listed as a co-author; and to the public school teachers who used the book while in manuscript form and who, without exception, were enthusiastic in their praise of it.

J. E. A.

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GENERAL DIRECTIONS AND EXPLANATIONS

In writing a speller one faces four major problems:

a. The setting up of the criteria by which he determines his word list
b. The actual selection of the words in accordance with the criteria set up
c. The grade placement of the words after their selection
d. The methods and technique of presenting the words to the pupils

WHAT WORDS SHOULD CHILDREN LEARN TO SPELL?

Necessarily the criteria by which the word list is determined and the process of actually selecting the words are quite closely related. It was not uncommon to find from 10,000 to 15,000 words in some of the older spelling books. Many of these books, however, were written in an age when much emphasis was put upon the importance of stored-up knowledge. On the other hand, one might class the present age as one of principles and scientific techniques. No one who can lay any claim to authority in spelling to-day would advocate that children in the elementary school should learn to spell all the words they will ever need in writing. The present tendency is to look upon child growth as the most important goal in education. To be in line, then, with this objective, children in the elementary school should learn to spell for the most part those words they, as children, will need to use in their writing. Then while learning to spell these words they should develop a spelling technique and a "spelling conscience" that will assure the *ability* and the *will* to spell those words which they will have occasion to use in their future writings. It is from this viewpoint that this speller has been written.

There is no single list of four or five thousand words that *all* children will use in their writings. Individual differences will be manifested here as elsewhere. For this reason some of the words in this speller are included on the ground that they can be found in adult writings. Their inclusion, how-

ever, is not in order that they may be stored up for future use, but in order to be more certain that the list will be comprehensive enough to include the words that may be used by all the children.

There are three ways by which one may approximate the words that will most likely be used in writing by a majority of all children. Such attempts have been made through a word count of the writings of children under different circumstances and in the various subjects. Other attempts have been made through a word count of the writings of adults in the belief that such words would shed much light on what words children need to use in their writings. Finally, one can get information on what words children will use in their writings by checking their reading vocabularies. The words used in this speller have been selected only after a careful consideration of all these procedures. Therefore any teacher who uses THE CHILD-CENTERED SPELLER may do so with the full confidence that the words which it contains are as nearly *the* list which children should learn to spell as any list can be made in light of present knowledge of research in the spelling field.

Some of the more important word lists that were utilized in building up the spelling vocabulary in this book include the Anderson list, the Jones list, the Commonwealth list of 10,000 words most commonly used in writing, the Ayres list of 1,000 most commonly used words, the Thorndike 10,000 words most frequently used in reading,[1] and the Gates list of 1,500 words best suited for use in reading materials in Grades 1, 2, and 3.[2] An exact count was also made of all the words appearing in five recently published spellers and from this a composite list was made. The words in this book have also been carefully checked against that composite list. Consequently, the author feels that there is a high correlation between the words in this book and the words which the majority of the children will need to spell.

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[1] Thorndike, E. L. The Teacher's Word Book, Bureau of Publications, Teachers College, Columbia University, New York, 1921.

[2] Gates, Arthur I. A Reading Vocabulary for the Primary Grades, Bureau of Publications, Teachers College, Columbia University, New York, 1926.

THE GRADE PLACEMENT OF THE WORDS

The criteria most commonly used for determining the grade placement of spelling words are:

(1) First usage in writing

(2) Most frequent usage in writing

(3) Difficulty in spelling

In the past, the tendency has been to place those words which are easily spelled in the lower grades and those most difficult to spell in the upper grades. The stored-up knowledge theory naturally encouraged this. It so happens, however, that there is often considerable difference between the difficulty of a word and its first usage. For example, the word "Christmas" is a more difficult word to spell than the word "bond," yet the former will likely be used in the second grade while the latter will probably not be used in writing before the seventh grade. On the other hand, research work that has been done on the first usage of words is entirely too meager to make it the sole criterion for word placement. In addition to the paucity of research on this point, the mass instruction, which is so prominent in our educational system at the present time, makes the principle of first usage *as a sole criterion* extremely difficult to apply. The word "fee," for example, may be used by one pupil in the sixth grade while another pupil in the same grade may not use it until after graduation from the elementary school.

There is some evidence for believing that the most frequent use of a word is one or two grades above its first use. To make the principle of most frequent usage the only principle for deciding the grade placement of a word is therefore likely to cause much wrong spelling, since a word will probably not have been studied when it is first used. Therefore, since each criterion possesses both virtues and limitations peculiar to itself, it seemed the part of wisdom to utilize all of them. Consequently, in writing this book, all three principles—the principle of first use in writing, the principle of most frequent use in writing and the principle of difficulty in spelling—have been kept constantly in mind, with the principle of first usage usually taking precedence when a conflict of principle arises.

THE METHOD AND TECHNIQUE OF PRESENTING THE WORDS

Since there is considerable disagreement among authorities in spelling as to what words to spell and the grade placement of the words,[3] there is all the more reason why much attention should be given to the technique and method of teaching the words. That the child *will* spell correctly every word he has occasion to use in his writing should be the goal in every case. Since he will undoubtedly have occasion to use many words that he did not learn in the spelling lessons, care must be used to see that the technique of looking up the correct spelling, and the desire to be exact in spelling, be properly developed. This speller has been written with this thought in mind. Consequently some of its important features have to do with building a *will* and a *can*, a "spelling conscience" and a "spelling ability" in every child. Below is given a brief discussion of some of these features.

1—The Use of the Dictionary

Beginning with the fourth grade, a specific attempt is made to develop a desire to use the dictionary. In addition to the suggestions given in the speller on this subject, the teacher should use every occasion possible to make every pupil feel keenly the value of the dictionary and develop in him the feeling that it really is his best friend. Throughout the speller, beginning with the fourth grade, the pupils are asked to place vowel markings and accents on different words, to look up meanings, to write synonyms or opposites, to distinguish the meanings of homonyms, to write words with the same letter combinations, such as pairs of vowels, or consonants, and to write root words, suffixes and prefixes, all of which should help develop an appreciation of the value of the dictionary.

2—Word Building

The teacher will soon discover that word building is emphasized throughout this speller. Pupils are frequently asked

[3] The writer made a word count of five modern spellers, all of which were claimed to be based on research findings. The lack of agreement in the words selected and in the grade placement of the words was quite outstanding. For example, in the sixth grade these five spellers had listed nearly 400 words beginning with the letter S. In this list of nearly 400 words there were not a half dozen words that were found common to all five spellers in this particular grade.

to write the root word, to add suffixes or prefixes to root words, and to go on a word hunt for words that are formed by the joining of two or more words. Derived words whose base or root forms have already been learned are often grouped according to some certain ending, such as *ing*, *ed*, and the like. In some instances the class is asked to take a word like *Washington* and see how many words can be built by using only the letters which it contains. This feature can be used as often as the teacher sees fit.

3—The Use of Rules in Spelling

A few of the most important rules for spelling are stated in this book but in every case an attempt is made to make each rule appreciated and understood. When pupils are asked to find exceptions to the rule, to make lists of words to which the rule applies, and to take a list of words and name the rule that applies in each case, it is almost certain that the result will be more than a mere memorizing of words.

4—Derived Words *versus* Root Words

Derived words are presented in this book because:

a. Some of the derived words are so different from the root words that they are tantamount to new words.
b. Oftentimes a derived word presents a peculiar difficulty in spelling not found in the root or base form.
c. Spelling the derived word after having learned to spell the root word oftentimes carries much of the force of a review over the original word.
d. When derived words are not used in a speller, teachers are constantly forced to use all kinds of tricks and devices to get them learned.

Where should the derived word be placed? The general practice in this text is to group the derived words immediately following the base word if the derived word occurs in the same grade as the base word. Often, however, either because the derived word will not be used in the child's writing until he has reached a later grade or because the word is of greater difficulty, derived words will be found to appear in one or more grades above that in which the base word is

introduced. Such an arrangement serves the purpose in many cases of an additional review over the base word.

5—Disposition of Homonyms

Research work has not definitely established whether it is best to present homonyms in the same lessons or in different lessons. Consequently, no particular attempt has been made in this book to teach them in the same lesson unless they are likely to appear at about the same time in their first use in the writing vocabulary.

6—Developing the Meaning of Words

Evidently there is no reason why a child should spell a word unless he uses it in his writing. It is equally important when he does learn to spell a word, that steps be taken to assure its being used in his writing. Therefore, when learning to spell a word, it is very essential that its meaning be definitely impressed. Helps in this connection have been well provided for in each grade except the first by means of matching exercises, completion sentences and multiple choice sentences. The teacher will find these exercises also valuable as a means of inculcating the use of the dictionary.

7—Reviews

To make sure that the correct spelling of a word when once learned will be retained, it is necessary that provision be made for periodic reviews. As arranged in this book, each word will have a minimum of four reviews. The first review will be two days after the first testing, the second review three days after the first testing, and the third and fourth reviews one month later. In addition to this all words that have appeared in the first half of the year and which are most likely to cause trouble are reviewed four months later at the close of the year, and all words which appear in the last half of the year and which are likely to cause difficulty are reviewed during the first week of the succeeding year, approximately four months after they have been learned.

Still another review is provided for many of the words, through the It Game and the Who-Can-Beat Game. (See pages 35 and 68.) Needed reviews for individual differences are provided

through the proper use of the spelling pocket. Consequently, no teacher who follows accurately the methods provided for in this text need have any worries about additional reviews.

8—Motivation

a. Competitive Games.—As one means of motivating spelling, competitive games are provided for in this text. The It Game will be found to provide much interest as well as entertainment, and while it provides an excellent means for a word review, it also will be found to hold great value as a means of cultivating a love for correct spelling. Some teachers may wish to use this game as a form of reward for superior achievement in spelling, not only because of its review value but also because of its worth in creating a favorable attitude toward spelling. In such cases the game may be played much oftener than is provided for in this text.

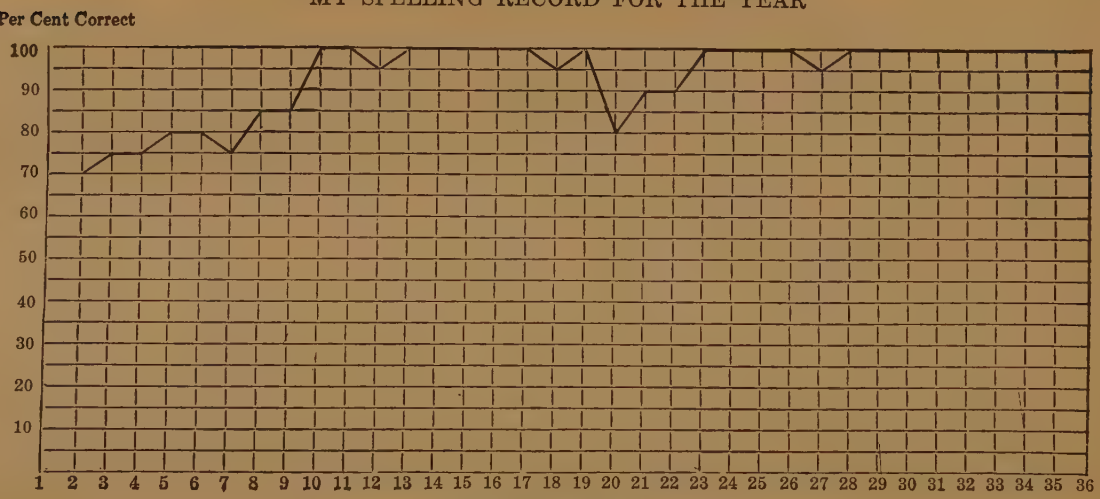
The Who-Can-Beat Game not only will help to motivate spelling, but will be of much worth in helping pupils to see the similarity of sound and letter arrangement in certain words. Both the It Game and the Who-Can-Beat Game may be played any time in the week that the teacher deems best.

b. Learning Curves.—Most teachers find learning curves an excellent incentive in pupil learning. This book provides for the use of learning curves in each grade except the first. Should more than one pupil use the book, a different colored pencil or different colored ink can be used and thus make the record of the first pupil an added incentive for the second pupil. Figure 1 shows a learning curve of a pupil for one year.

c. Work Provisions.—Pupils are active and like to do things that give them some chance to test their powers and show some originality. In order to utilize this activity along the desired lines and at the same time to make spelling more than an abstract grind, certain work suggestions are provided for in each week. This may involve a rewriting of the words in alphabetical order, a writing of the root words with their prefixes, a diacritical marking to show the pronunciation of words, a word hunt for words that have a certain sequence of letters, or a filling in of the letters left out of certain words. Many other suggestions which call for activity directly associated with the desired goal are given.

NAME..... AGE..... GRADE.....SCHOOL.....

MY SPELLING RECORD FOR THE YEAR



Directions to the Pupil

1. Enter your score made on Friday's test.
2. The weeks are numbered along the bottom of the chart and the per cent of words spelled correctly is shown along the left side.
3. On the vertical line above the number of the week, put a dot opposite the per cent which tells the score you made on Friday's test.
4. Do the same for each week in the year.
5. Each week draw a line joining the dot for that week to the dot for the week before.
6. Try hard to keep the curve at the top of the chart.

FIGURE 1—AN ILLUSTRATION OF A PUPIL'S LEARNING CURVE

Teacher..... School.....

Grade 4 *Week 8*

WORDS MISSED BY PUPILS

Pupil's Name	1	2	3	4 *fried*	5	6	7	8	9 *those*	10	11	12	13	14 *rule*	15	16	17 *stays*	18	19	20	21	22	23	24
Adams, John				✓					✓					(✓)			✓							
Brown, Tom																								
Carr, Isaac									(✓)															
Dean, Mary				✓																				
Doe, John				✓																				
Evans, Frank																								
Fox, Sam									✓															
Gary, Sue																								
Horn, Ben														(✓)										
Jones, Frances																								
King, William				(✓)																				
Long, Ida																								
May, Dick																								

FIGURE 2—ILLUSTRATING A RECORD OF WORDS MISSED BY PUPILS ON FRIDAY'S TEST

Directions to the Teacher

1. Enter pupils' names in alphabetical order at the left.
2. Number the words in the spelling list for the week to correspond to the numbers at the top of the chart.
3. After each pupil's name check the words missed on Friday under the proper number.
4. Write in the space above its number the word, if missed by one or more pupils. Words not missed need not be written.
5. See that each pupil fills out the card for each word misspelled, for his spelling pocket.
6. When the pupil learns to spell a word to the satisfaction of the teacher, he should be permitted to destroy the card for that word. The teacher then draws a circle around the word on the record sheet. The circle indicates that the child has learned to spell that word.
7. It will be noted that one chart each week is needed. If a duplicating machine is not available, a year's supply of charts can easily be made by the pupils.

d. The Spelling Pocket.—The spelling pocket should be a great incentive for 100 per cent spelling. At the close of Friday's test it is desirable that the teacher keep a record of each word or words missed by each pupil for the week. By this means she can know at any time just what words any pupil should have in his spelling pocket. When a pupil learns to spell a word that has been in his spelling pocket the teacher will mark that word off her list of missed words for that pupil. The keeping of such a list is an easy matter with the simple mechanical device suggested in Figure 2, since it is expected that but few pupils will miss any word on Friday if the teaching procedure suggested in this book is followed. From such a chart a teacher can see at a glance what words are so difficult as to be thought of as class demons, as well as those that prove to be individual demons.

9—Test-Study Method or Study-Test Method

When a pupil is asked to take a written test on words before he has studied them, misspellings almost invariably follow. Time and effort must then be spent in overcoming these errors and wrong impressions. This text is written on the assumption that it is better to *prevent* errors than correct them. Therefore, pupils are given an opportunity to study, visualize, pronounce and learn the meanings of the words for the week before they take their first test on Tuesday. Then when the first test is being given, every pupil should be urged not to try to write a word if he has any doubt about its spelling. This should insure the minimum number of wrong impressions.

10—The Plan of Teaching Recommended

a. Words are to be assigned by the week instead of by the day.

b. Monday's recitation in spelling is to be utilized in acquainting pupils with the words for the week. It should be the teacher's purpose on Monday to see that each pupil can pronounce accurately every word for the week, that he may know the meaning of every word, and that he may get some practice in visualizing the word.

c. On Tuesday, pupils will write the words on their spelling pads as they are pronounced by the teacher. Encourage

pupils not to try to spell any word when in doubt about its spelling. After the test each pupil will make a list of the words he missed or did not try. This list of words then becomes his spelling list for Wednesday. There is to be no spelling test on Wednesday.

d. On Thursday a written test is to be given on the week's list and also on the review list. At the close of this test each pupil again writes correctly any words missed or not tried. These words are then to be studied before Friday's test.

e. On Friday a written test is to be given on the same list as was used in the test on Thursday. Any pupil missing a word on this test should write the word correctly on a little card and place it in his spelling pocket. It then becomes his individual spelling demon and he should be encouraged to study it every time an opportunity presents itself. When the pupil thinks he can spell any word in his spelling pocket, he is to go to the teacher and try it. If he can spell it, the teacher gives him permission to throw the card away. The teacher should keep a list of the words missed by each pupil on Friday. (See Figure 2, page xv.)

f. The score made on Friday's test is the score to be entered on the graph sheet.

g. In all grades except the first, the two sentences given with each lesson should be dictated for the children to write. One cannot be sure that a child can spell a word when he needs it unless he can spell it while he writes. For the most part, these sentences are made up of words that the pupils have already learned to spell. The sentences for any week contain one or more words that appear in that week's list. Such words are *italicized* in the sentences. Preferably these sentences should be dictated at the close of the test on Tuesday but they may be dictated any time later in the week if the teacher desires. Any *italicized* words missed in these sentences should be added to the child's study list.

It is not expected that the sentences for the first grade will be written by the pupils. Instead, they should be read each week. The children should then point out those words in the sentences which appear in that week's spelling list. Gradually they will begin to appreciate that the words they are learning to spell are the words they will have to use in writing.

h. The work suggestions following the sentences should be strictly carried out. The teacher should keep a record of the quality of work each pupil does on these work suggestions. Sometimes this may necessitate having the work handed in to be graded by the teacher. At other times a check-up in class will be sufficient.

11—Spelling Standards

The only spelling standard advocated in this book is a standard of 100 per cent accuracy, after study. If a teacher wants to know how well her pupils can spell words without studying them, any of the numerous standardized tests can be given for this purpose. However, the important standard is not the one that tells what pupils should do without study but one that tells how well they can spell the words which they have had a chance to learn and consequently are supposed to know how to spell. It is the test, after study, that sheds light on the efficiency of the teacher and reveals to the pupil the effectiveness of his study habits.

12—The Supplementary Words

In each grade except the first, four supplementary lessons are given. These lessons are primarily designed for those schools having a term of nine months. However, there is no reason why teachers in schools of only eight months may not use them as extra assignments for those pupils who are particularly strong in spelling, if they so desire.

SPECIFIC DIRECTIONS TO TEACHER AND PUPIL

To the Teacher:

Spelling Schedule for the Week

1. On Monday:
   - *a.* Pronounce each word distinctly. Repeat, if necessary.
   - *b.* Call on different pupils to pronounce it after you.
   - *c.* Write the word on the board, if the time permits.
   - *d.* Have each pupil look at the word and then look off with closed eyes until it is visualized.
   - *e.* If necessary, write on the board a sentence in which the word appears.
   - *f.* Explain the meaning of each word that appears doubtful to any of the pupils.
2. On Tuesday:
   - *a.* Give written test to pupils on the new words for the week.
   - *b.* Encourage each pupil not to try to write any word if he is doubtful about its spelling.
3. On Wednesday:
   - *a.* Have pupils study any words missed or left out on Tuesday's test.
   - *b.* Pupils who did not miss any words may study some other subject, but no pupil should be excused from any test.
4. On Thursday:
   - *a.* Give written test on new words and also review words. Words missed or left out on this test become for each pupil his study list for Friday.
5. On Friday:
   - *a.* Give written test on new words and also review words.
   - *b.* Have words missed on Friday written by each pupil on little cards and inserted in his spelling pocket.
   - *c.* Make a record of the words missed by each pupil, as explained in Figure 2, page xv.

d. See that each pupil's score is properly entered on the graph sheet for each week. Figure 1, page xiv, illustrates how to do it.

To the Pupil:

How to Learn to Spell a Word

See the word clearly. Look at the word carefully while your teacher pronounces it.

Pronounce the word yourself. Look carefully at each syllable.

Each word should be looked at while you say the letters to yourself softly.

Look away from your book or close your eyes as you repeat the letters. Look again at the book if you need to.

Lay aside your book and write the word. Look at the word to see if you have spelled it correctly. Look carefully how the letters are arranged in any part of the word that is hard for you. Keep trying until you can write it without the book.

Suggestions on How to Do the Week's Work

1. On Monday:
   a. Make certain that you know the meaning of every new word before you take the first test on Tuesday.
2. On Tuesday:
   a. Take test on all new words for the week.
   b. After the test, write *correctly* on your paper every word you missed or left out. These are your study words for Wednesday.
3. On Wednesday:
   a. Study words missed on Tuesday's test.
4. On Thursday:
   a. Take test on both the new words and the review words.
   b. Write *correctly* on your paper every word you missed or left out on the test, whether it be in the new words for the week or in the review words.
   c. Study these words before Friday's test. *Try hard to make a hundred on Friday.*

5. On Friday:
   a. Take test on both new words and review words.
   b. If you miss any word on Friday, write it *correctly* on a small card and place it in the spelling pocket in the back of your book.
   c. Study the word every chance you get, and as soon as you have learned to spell it correctly, ask your teacher for permission to throw the card away. *Try to keep the pocket empty.*
   d. After the test on Friday, turn to the chart following the thirty-second week for your grade. Enter your score for each week on this chart. If in doubt about how to do this at first, ask your teacher to help you. *Try to keep the curve at the top of the chart.*

FIRST GRADE

SPECIAL INSTRUCTIONS FOR FIRST GRADE

It is recommended in this book that spelling be begun in the second half of the first year. The number of words appearing in this grade is 122. The ability of the children to write will largely determine whether the teacher will have the words spelled orally or in writing.

1—The First Week:

a. During the first week the teacher should spend the greater part of the spelling time helping the pupils to see the need for spelling. Every teacher can point out many ways in which people who cannot spell are handicapped in life. For example, they could not write a letter to their mothers, they could not write a letter to Santa Claus and tell him what they would like to have for Christmas, they could not make out an order for goods, etc.

b. The teacher should have the pupils read the letter on page 5 and answer the questions as indicated for the first week.

c. Other questions may be asked about the words in Dick's letter as the teacher sees fit.

d. Ask the children if they can find out any way in which people were made unhappy because they could not spell.

e. The teacher should aim to have every pupil know all the small letters and most or all of the capital letters by the end of the week.

f. By the end of the week every child should have had some practice in writing the small letters.

2—The Second Week:

a. Beginning with the second week, all the words for any week should be considered as a unit, but not all of them need be presented in one day. For the first three or four weeks

probably two new words a day will be sufficient. The general procedure each day for the first few weeks may be somewhat as follows:

(1) Pronounce each word and have the children pronounce it.
(2) Use it in a sentence.
(3) Have different children say the letters over, pronouncing it each time.
(4) Have the children try to find the word in their readers if it has already occurred in the lessons covered.
(5) Write the word on the board.
(6) Have different children write the word on the board. (Large writing should be encouraged here.)
(7) Have pupils read the dictation sentences each week.
(8) At the close of the class, write or print the new words on the board each day until the close of the week.
(9) Each day review the previous words for that week.
(10) As nearly as possible have the children in learning to spell a word follow the suggestions given on page xx on learning how to spell a word.

3—Other Weeks:

a. After the first few weeks, the plan advocated on pages xvi and xviii for the other grades should be followed as closely as the ability of the class to write and to spell will permit.

b. Picture exercises: Explanations accompany the picture exercises in this grade, but it may be necessary for the teacher to lend additional hēlp to some of the children in these tests.

FIRST GRADE (SECOND HALF)

First Week

Read this letter:

DEAR MOTHER:

I am at school and will be here all day. I have a red ball. Each little boy has a toy.

DICK

1. How many words in Dick's letter begin with a?
2. Can you find a word in Dick's letter that tells what this is:

3. What is the word that tells what each little boy has? What are the letters in this word?
4. What word in Dick's letter sounds like ball? How many letters has this word? What are they?
5. Turn to your readers and see if you can find there some of the same words which Dick has used in his letter.

Second Week

Would you like to write a letter to your mother?
Can you spell the words you write?
The words in this book are for you to spell.
When you learn to spell you can write many letters.

all	be	can	he
tall	see	man	she

The *man* was *tall.*

Can you walk?

1. How many words in this lesson have three letters? What are they?
2. How many words in this lesson have two letters? Can you name three other words which you know that have only two letters?

Third Week

call	bake	old	is
ball	cake	cold	his

The *cake* is sweet.

Call mother.

Review

all	man	can	see

1. What are the new words in this lesson that begin with the letter c?
2. What are the new words in this lesson that begin with the letter b?

Fourth Week

so	at	boy	by
no	hat	boys	my

The *boys* are playing ball.

I have a new *hat*.

Review

tall	be	he	she

1. Look at the third column of new words in this lesson. How are the two words the same?

Fifth Week

the	red	we	on
these	bed	me	one

These books are mine.

We went in the automobile.

Review

call	bake	his	cold

1. What is the same about the first two new words in this lesson?
2. What is the same about the words in the second column?
3. What is the same about the words in the third column?
4. Which word has five letters?

Sixth Week

in	an	day	dog
into	and	they	dogs

The teacher went *into* the house.
They were not at home.

Review

ball	cake	old	his

1. What letters are the same in the first two new words in this lesson?
2. How are the last two new words the same?

Seventh Week

go	baby	will	of
going	toy	bill	or

The *baby* was sick.
Will you *go* with me?

Review

no	boy	hat	my

1. Write the three letters that are the same in these two words: will, bill.
2. What words can you spell that have only two letters?

Eighth Week

to	do	as	get
to-day	did	has	let

Our school started *to-day.*
Father *let* me go to town.

Review

so	boys	at	by

1. What letters are the same in the first two words of this lesson?

Ninth Week

am	cat	may	milk
fan	if	made	cow

The cow gives *milk.*
Walter *made* a kite.

Review

one	bed	these	me
on	red	the	we

1. What words can you spell that have three letters?

Can You Spell What These Are?

Number your paper from 1 to 6 and write a word that tells what each of these pictures is. By the 1 write a word that tells what picture 1 is, by the 2 write a word that tells what picture 2 is, and so on.[1]

1. _ _ _

2. _ _ _

3. _ _ _ _

4. _ _ _ _

5. _ _ _

6. _ _ _

Tenth Week

it	her	say	was
out	him	says	but

He *says* he will go.
Rover *was* put *out* of the house.

Review

into	dog	and	they
in	dogs	an	day

1. What are these words: **father, will, they?** Write them on your paper.

[1] The teacher will probably have to help the pupils in this first picture exercise until they know how to number their papers and how to proceed. They should then be able to do the future exercises without help.

Eleventh Week

for	eat	father	are
from	eating	mother	some

George went with his *father* and *mother*.
My teacher came *from* the city.

Review

going	toy	baby	bill
go	of	or	will

1. What letters are the same in the two new words in the second column?
2. What letters are the same in these two words: **father, mother?**

Twelfth Week

you	not	had	kitty
run	now	have	kitten

The *kitten* is here *now*.
Do *you have* your book?

Review

did	has	to-day	let
do	as	to	get

1. What letters are the same in **kitty** and **kitten?**
2. What words can you spell that begin with the letter **c?**

Thirteenth Week

big	girl	too	ask
tree	good	two	after

The *girl* had *too* much candy.
Two dogs were *after* the rabbit.

Review

cat	if	cow	fan
milk	made	may	arm

1. What letter is used two times in this word: **good?**

Fourteenth Week

papa	what	with	thing
house	when	this	pig

This is the *house* that Jack built.
What is that *thing*?

Review

out	says	it	him
was	say	her	but

1. What new words in this lesson begin with **w?**

Fifteenth Week

sent	way	little	lame
school	away	long	dear

The horse ran *away.*
Is your *school* out?

Review

eating	father	mother	for
eat	some	from	are

1. What words in this lesson have six letters?
2. What words in this lesson have four letters?

Sixteenth Week

bring	give	took	each
brought	must	top	hand
letter			where

Where are you going?
Father *brought* me to school on a horse.

Review

kitty	not	now	had
you	have	run	kitten

1. Write on your paper the word that tells what this is:

was
man
fan

Can You Spell What These Are?

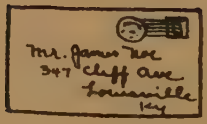
Number your paper from 1 to 6 and write a word that tells what each of these pictures is. By the 1 write a word that tells what picture 1 is, by the 2 write a word that tells what picture 2 is, and so on.

1. _ _ _ _

2. _ _ _ _ _

3. _ _ _ _

4. _ _ _ _



5. _ _ _ _ _ _

6. _ _ _

Write on your paper the word that tells how many apples are here:

too
two
one

Seventeenth Week

(This is a review lesson and may be used as a separate lesson or in connection with other lessons as the teacher thinks best.)

Monday:

Put in these words the letters that are left out. Put one letter for each short line.

c – w b – l l c a – e d – d g – – d e – t

Tuesday:

Write all the words you have learned to spell that begin with the letter **c**.

Wednesday:

Write all the words you have learned to spell that begin with the letter **a**.

Thursday:

1. Write all the words you can spell that sound like **tall**.
2. Write all the words you can spell that sound like **man**.

Friday:

What words can you spell that begin with the letter **w**?

SECOND GRADE

SPECIAL INSTRUCTIONS FOR SECOND GRADE

To the Teacher:

The number of new words in this grade for schools with terms of eight months is 362. The additional number of words in the supplementary list for schools with terms of nine months is 76. The total number of new words for this grade is 438.

A number of picture exercises appear in this grade. Although instructions are given with these exercises, the teacher may find it necessary to give additional help on the first test.

Before teaching any of the lessons in this grade, review carefully the plan of teaching recommended on pages xvi and xviii.

To the Pupil:

Letter Writing

A good way to learn to spell is to write letters. It is also lots of fun to write other people and tell them things you know and then get letters from them. Every pupil in the second grade this year should write at least four letters every month. Here is how you might do it.

1. Write a letter to some member of your class every month.
2. Write a letter to your teacher every month.
3. Write a letter to your mother every month.
4. Write a letter to your father every month.

See if you can make each letter you write better than the one you wrote before.

How to Learn to Spell a Word

See the word clearly. Look at the word carefully while your teacher pronounces it.

Pronounce the word yourself. Look carefully at each syllable.

Each word should be looked at while you say the letters to yourself softly.

Look away from your book or close your eyes as you repeat the letters. Look again at the book if you need to.

Lay aside your book and write the word. Look at the word to see if you have spelled it correctly. Look carefully how the letters are arranged in any part of the word that is hard for you. Keep trying until you can write it without the book.

Suggestions on How to Do the Week's Work

1. On Monday:
   - *a.* Make certain that you know the meaning of every new word before you take the first test on Tuesday.
2. On Tuesday:
   - *a.* Take test on all new words for the week.
   - *b.* After the test, write *correctly* on your paper every word you missed or left out. These are your study words for Wednesday.
3. On Wednesday:
   - *a.* Study words missed on Tuesday's test.
4. On Thursday:
   - *a.* Take test on both the new words and the review words.
   - *b.* Write *correctly* on your paper every word you missed or left out on the test, whether it be in the new words for the week or the review words.
   - *c.* Study these words before Friday's test. *Try hard to make a hundred on Friday.*

5. On Friday:

   a. Take test on both new words and review words.

   b. If you miss any word on Friday, write it *correctly* on a small card and place it in the spelling pocket in the back of your book.

   c. Study the word every chance you get, and as soon as you have learned to spell it correctly, ask your teacher for permission to throw the card away. *Try to keep the pocket empty.*

   d. After the test on Friday, turn to the chart on page 49. Enter your score for each week on this chart. If in doubt about how to do this at first, ask your teacher to help you. *Try to keep the curve at the top of the chart.*[1]

[1] The use of the chart may be omitted in this grade if the teacher prefers, since second grade pupils may experience considerable difficulty in using it.

SECOND GRADE

First Week

Review Words

The hardest words which you learned to spell last year in the first grade are given here for review. See if you can spell them now. If you have trouble with any word, write it correctly on a small card and put it in your spelling pocket.

Tuesday[1]	*Wednesday*	*Thursday*	*Friday*
am	red	one	bed
bill	ask	two	they
came	cold	too	cake
took	must	milk	long
dear	some	this	with
when	what	give	hand
thing	going	away	papa
after	where	from	bring
mother	father	house	would
brought	letter	school	eating

[1] **To the Teacher**

It is assumed that in most school systems, no spelling test will be given on the first day of school.

Second Week

bell	men	rat	keep
tell	them	fat	deep
well	then	cap	gone

He is *gone.*[1]

Did you *keep* them?

1. What letters are the same in the words of the first column?
2. Write a sentence with these words: **fat, cat my.**

(**Review Words:** Thirteenth week, first grade, page 12.)

Third Week

hill	wall	three	come
kill	fall	bee	coming
killed	falling	been	make

Mother is *coming.*

They *killed* them.

1. Write the words in this lesson that have **ee** in them. Can you write three other words that have the letters **ee**?
2. Spell these words: w a – –, c o – e, t h – m, c – p.

(**Review Words:** Fourteenth week, first grade, page 12.)

[1] The two sentences following each week's words are to be dictated by the teacher and written by the pupils at the close of Tuesday's test. Any italicized words missed should be treated as other missed words.

Fourth Week

hit	hay	told	cent
sit	pay	hold	cents
bit	lay	gold	went

Will you *pay* me three *cents*?
She *went* when they *told* her.

1. What letters are out in these words? Write the words on your paper: h – l d, g o – d, k i – –.

(**Review Words:** Fifteenth week, first grade, page 13.)

Fifth Week

add	hog	pie	goes
bad	grass	try	does
glad	grow	lie	us

When *does grass grow*?
He *does* not *add* well.

1. Write five words which you can spell that have four letters.

(**Review Words:** Sixteenth week, first grade, page 13.)

Sixth Week

than	land	fly	four
ran	sand	full	five
that	soft	fun	six

We played in the *soft sand.*
Walter gave *five* cents for his milk.

1. Write these words on your paper: w e – t, t – a n, b – d, f – u r.
2. Write the words in this lesson that begin with **s**.

(**Review Words:** Second week, second grade, page 24.)

Seventh Week

candy	side	mud	cup
sick	ride	muddy	up
ate	wide	pretty	upon

This *side* is *muddy.*
The baby *ate* some *candy.*

1. Look at the words in the second column. How are they the same?

(**Review Words:** Third week, second grade, page 24.)

Eighth Week

could	right	sky	far
should	might	cry	car
want	night	why	ago

Candy *might* make you sick.

Why *should* you *want* my dog?

1. What letters are the same in the words of the second column?

(**Review Words:** Fourth week, second grade, page 25.)

Can You Spell What These Are?

Number your paper from 1 to 6 and write a word that tells what each of these pictures is. By the 1, write a word that tells what picture 1 is, and by the 2, write a word that tells what picture 2 is, and so on.

1. _ _ _

2. _ _ _ _ _

3. _ _ _

4. _ _ _ _

5. _ _ _

6. _ _ _

What Do They Mean?

Here is a test to find out if you know the meanings of these words. In each sentence there is one word with a line under it.

Look at the last five words in each sentence and find which one makes the best sense when used with the word that has a line under it. Number your paper from 1 to 8 and then write it like this:

A bell is something that **talks, rings, sings, blows, puffs.**

bell — rings

1. Deep means **over, under, up, down, into.**
2. A bee is something that **flies, walks, runs, jumps, rides.**
3. Gold is used to make **houses, toys, money, paper, pencils.**
4. Land means **water, trees, grass, stones, earth.**
5. To be pretty is to be **happy, beautiful, big, little, tall.**
6. Sting is something a **cat, dog, bee, bird, snake,** does.
7. Might means **sure, perhaps, never, once, except.**
8. To lie means to **run, play, jump, rest, study.**

Ninth Week

about	till	sing	doll
alone	same	sting	read
along	stop	swing	ready

I like to *swing alone.*
Are you *ready* to *read*?

1. Which of the words for this week have the letters **ill**?
2. Write all the words you can spell that end in **ill**.

(**Review Words**: Fifth week, second grade, page 25.)

Tenth Week

ice	white	back	golden
nice	blue	bear	wind
sore	black	coat	window

My cat is *white* and *black.*
Rover hid *back* of the *window.*

1. Write all the words you can spell that begin with **s** and have four letters.

(**Review Words**: Sixth week, second grade, page 26.)

Eleventh Week

blow	here	egg	rest
fast	hear	leg	best
hard	near	like	very

I *hear* the wind *blow.*
Here is the *best* kitty.

1. Write these words on your paper: v – – y, h e – r, b e – r, c – a t, c – u – d.

(**Review Words:** Seventh week, second grade, page 26.)

Twelfth Week

dry	rock	find	wash
cut	fish	kind	washed
stick	worm	bind	water

We *wash* with *water.*
I sit on a *rock* and *fish.*

1. Write a sentence with the words **black, bear** and **killed** in it.
2. Write the words for this week that have the pair of letters, **in,** in them.

(**Review Words:** Eighth week, second grade, page 27.)

Thirteenth Week

kinds	got	wood	Christmas
kittens	God	roof	Santa Claus
around	both	soon	stockings

Did you find *both* of my *kittens*?
Santa Claus will come on *Christmas*.

1. Write on your paper the names of all the animals you have learned to spell, like **cat, dog.**

(**Review Words:** Ninth week, second grade, page 29.)

Can You Spell What These Are?

Number your paper from 1 to 6 and write a word that tells what each of these pictures is. By the 1, write a word that tells what picture 1 is, by the 2 write a word that tells what picture 2 is, and so on.

1. _ _ _

2. _ _ _ _ _

3. _ _ _

4. _ _ _ _

5. _ _ _ _ _

6. _ _ _ _

Fourteenth Week

spill	seed	saw	hot
still	feed	ship	boat
girls	feet	week	boats

Should *girls* keep *still* at school?
We *saw* a man in the *boat.*

1. What are the words in this lesson that have the pair of letters **ee** in them?

(**Review Words:** Tenth week, second grade, page 29.)

Fifteenth Week

their	roll	tin	apple
there	rolled	ten	apples
fell	off	part	broke

The boys ate *their apples.*
Was father *there*?

1. Write a sentence with the words **have, toy** and **tin** in it.
2. Write a sentence with **are, girls** and **ten** in it.

(**Review Words:** Eleventh week, second grade, page 30.)

What Do They Mean?

Here is a test to find out if you know the meanings of these words. In each sentence there is one word with a line under it.

Look at the last five words in each sentence and find which one makes the best sense when used with the word that has a line under it. Number your paper from 1 to 8 and then write it like this:

Ice is made of sugar, candy, water, flour, trees.
Ice — water

1. A roof is a part of a house, stove, book, bed, watch.
2. A ship is something that rolls, runs, flies, floats, slides.
3. Both means one, two, three, four, five.
4. To bind is to loose, hurry, tie, force, let.
5. Blue makes us think of wind, rain, color, heat, cold.
6. Wood is used to make chairs, watches, stoves, brick, dishes.
7. A rock is black, hard, soft, big, light.
8. To spill is to drop, throw, lift, take, give.

Sixteenth Week

arm	mama	door	wish
arms	doing	poor	wished
wild	done	book	under

I *wished mamma* could see me.

A man has two *arms*.

1. Write the three words for this week that have the pair of letters **oo**. What other words can you spell that have **oo** in them?

(**Review Words**: Twelfth week, second grade, page 30.)

Seventeenth Week

gave	most	paper	wade
gate	much	papers	forget
where	morning	stove	fed

Where are my *papers*?

Do not *forget* to come in the *morning*.

1. Write all the words you have learned to spell that begin with **p**.

(**Review Words**: Thirteenth week, second grade, page 31.)

The It Game

Would you like to play a game? Then do this:

Cut some small cards one inch wide and two inches long. Then on each card write one of the words below. Put all the cards in a box and mix them up. Now blindfold some member of the class and let him reach in the box and get one card. Some other member of the class will tell him what the word is on the card. The one who is blindfolded will try to spell the word which he has drawn. If he spells it correctly, he can draw another card. If he fails, he must let some one else be blindfolded, who will in turn draw another card, and so on. The person who is blindfolded is *It*.

deep	make	hay	sand
falling	wall	bit	than
pretty	ago	ride	near
golden	stop	hard	worm
night	sore	rest	feed
stockings	God	roof	spill
around	soon	stick	saw
week	rolled	fell	very
Christmas	broke	ship	cut

Eighteenth Week

send	step	put	duck
seen	sun	mouse	dug
pass	something	drop	spring

Will you *send* me *something*?
A *mouse* can *spring* the trap.

1. Write all the words you can spell that begin with **w**.

(**Review Words:** Fourteenth week, second grade, page 32.)

Nineteenth Week

dress	dressed	how	drum
push	pushed	ever	down
play	played	every	year

We go to the farm *every year*.
He *dressed* and came *down*.

1. How do the words in the first column differ from those in the second column?

(**Review Words:** Fifteenth week, second grade, page 32.)

Twentieth Week

ear	ears	its	lock
leave	leaves	just	before
eye	eyes	mine	while

We read *just before* night.
Leave her here *while* you are gone.

1. How are the first two columns of words alike?
2. Add s to each of these words: **cow, year, duck, book.**

(**Review Words:** Sixteenth week, second grade, page 34.)

Twenty-first Week

take	taking	yet	store
write	writing	yellow	table
skate	skating	winter	to-night

My father has a *table* in his *store.*
You should *take* me *to-night.*

1. What is the same about the first two columns of words for this week?
2. Look at **take,** then look at **taking.** What letter is left out before adding **ing?**

(**Review Words:** Seventeenth week, second grade, page 34.)

Can You Spell What These Are?

Number your paper from 1 to 12 and write a word that tells what each of these pictures is. By the 1, write a word that tells what picture 1 is, and by the 2 write a word that tells what picture 2 is, and so on.

1. _ _ _

2._____ _____

3. _ _ _ _

4. _ _ _ _

5. _ _ _ _

6._____

7. _ _ _ _

8. _ _ _ _ _

9. _ _ _ _ _

10. _ _ _ _

11. _ _ _ _

12. _ _ _ _

Twenty-second Week

any	fair	yes	more
air	hair	yesterday	woman
new	face	many	light

Yesterday was a *fair* day.
We should have more *light* and *air*.

1. Spell these words: m o – s e, d r e – –, w h – l e, w i – t – r.

(**Review Words:** Eighteenth week, second grade, page 36.)

Twenty-third Week

basket	class	wake	wagon
which	flag	drink	brother
summer	caught	block	buy

Your *brother* has a *basket* in his *wagon*.
Which flag do you like best?

1. Write a sentence using the words **woman, hair, light.** Use any other words you want to use.

(**Review Words:** Nineteenth week, second grade, page 36.)

What Do They Mean?

Here is a test to find out if you know the meaning of these words. In each sentence there is a word with a line under it.

Look at the last five words in each sentence and find which one makes the best sense when used with the word that has a line under it. Number your paper from 1 to 8 and then write it like this:

Paper is used to make books, stoves, gloves, chairs, shoes.

Paper — books

1. Spring is a part of a day, month, year, school, town.
2. To play fair is to be winner, loser, cheater, honest, tricky.
3. Corn is a kind of grain, fruit, tree, toy, animal.
4. A class is a part of a family, town, party, school, game.
5. In a game we eat, study, play, rest, work.
6. To skate is to float, work, swim, drive, play.
7. To wade we need land, road, rocks, shade, water.
8. Wish means to give, take, want, feel, buy.

Twenty-fourth Week

bite	hid	asked	foot
better	hide	town	ft. (foot)
held	game	rose	corn

They *asked* the way to *town.*
The *game* was *better* to-day.

1. Spell these words: t a – e, y e s t – – d – y, b r o – h – r, c a u – – t.

(**Review Words:** Twentieth week, second grade, page 37.)

Twenty-fifth Week

Saturday	aunt	older	almost
Sunday	because	our	only
also	sang	train	floor

Saturday comes before *Sunday.*
The *train* is *almost* here.

1. Write all the words you have learned to spell that begin with **f.**

(**Review Words:** Twenty-first week, second grade, page 37.)

Twenty-sixth Week

once	carry	carried	shoe
fire	story	stories	shoes
first	wait	waited	sweet

He *waited* to *carry* the cake.
The *first story* was good.

1. How are these two words the same: **story, stories?**
2. How are these two words the same: **carry, carried?**

(**Review Words:** Twenty-second week, second grade, page 39.)

Twenty-seventh Week

drive	dark	easy	wrote
cream	flower	burn	second
cried	found	burned	bread

The *bread burned.*
It was the *second flower* in the bed.

1. Write the words in this lesson that begin with **b.**
2. How are the words **cry** and **cried** different?

(**Review Words:** Twenty-third week, second grade, page 39.)

Twenty-eighth Week

build	rode	uncle	other
built	road	warm	butter
heavy	roads	river	can't

The *road* was *built* this summer.
The *butter* is *heavy*.

1. Spell these words: r i v – r, c a – ' t, h – – v y.
2. What is the difference in the meaning of the words **road** and **rode?**

(**Review Words:** Twenty-fourth week, second grade, page 41.)

Twenty-ninth Week

again	having	late	grandma
garden	dinner	leaf	pencil
ground	high	nose	please

Please have *dinner* with us.
My mother is in the *garden again*.

1. Write all the words you have learned to spell in the last three weeks that have four letters.

(**Review Words:** Twenty-fifth week, second grade, page 41.)

Can You Spell What These Are?

Number your paper from 1 to 12 and write a word that tells what each of these pictures is. By the 1, write a word that tells what picture 1 is, by the 2, write a word that tells what picture 2 is, and so on.

1. _ _ _

2. _ _ _ _ _ _

3. _ _ _ _ _

4. _ _ _ _

5. _ _ _ _ _ _

6. _ _ _ _

7. _ _ _ _ _

8. _ _ _ _ _

9. _ _ _ _ _

10. _ _ _ _ _

11. _ _ _ _

12. _ _ _ _ _

Thirtieth Week

need	laid	riding	throw
never	lies	sharp	threw
making	rabbit	round	teacher
head			hungry

My *teacher* caught a *rabbit.*
He *laid* his *head* on the floor.

1. Spell these words: c a – – y, s h – e s, **c r** – – m, o l d – –.
2. Write a sentence using these words: **threw, teacher, ball.**

(**Review Words:** Twenty-sixth week, second grade, page 42.)

What Do They Mean?

Here is a test to find out if you know the meanings of these words. In each sentence there is one word with a line under it.

Look at the last five words in each sentence and find which one makes the best sense when used with the word that has a line under it. Number your paper from 1 to 8 and then write it like this:

A floor is a part of a **book, chair, door, window, house.**

floor — house

1. To keep means to **hold, give, make, trade, find.**
2. Second comes after **first, third, fourth, fifth, sixth.**
3. To build means to **burn, carry, tell, make, know.**
4. High means **short, long, tall, wide, thick.**
5. Ground is **water, air, sky, earth, snow.**
6. A train runs on **water, trees, tracks, air, boats.**
7. Also means **but, for, to, from, too.**
8. A thing is laid when it is **carried, placed, thrown, held, kept.**

Thirty-first Week

The words in this lesson are formed by adding *ing* to words you have already had this year.

reading	flying	keeping	trying
playing	singing	washing	telling
finding	swinging	wanting	sending

The teacher is *sending* him back.
The little children are *swinging*.

1. What other words can you spell that end in **ing?**
2. Write the words in this week's list that begin with **w.**
3. Write the words in this week's list that begin with **s.**

(**Review Words:** Twenty-seventh week, second grade, page 42.)

Thirty-second Week

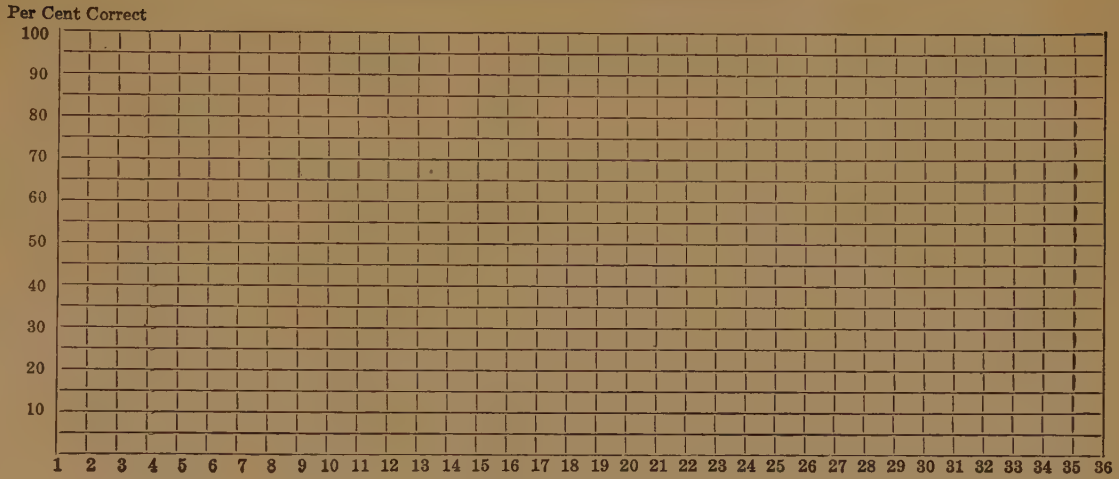
Review Words

The hardest words which you learned to spell during the first half of this year are given here for review. See if you can spell them now. If you have trouble with any word, write it on a small card and put it in your spelling pocket. You can then learn to spell it during the summer.

Monday	*Tuesday*	*Wednesday*	*Thursday*
gone	deep	make	hold
does	than	soft	wide
upon	very	mice	both
roof	three	grass	under
candy	muddy	could	might
right	alone	about	sting
along	swing	ready	black
stick	white	girls	boats
there	broke	water	mama
their	coming	should	killed
golden	window	rolled	pretty
wished	washed	around	apples
Christmas	Santa Claus	stockings	falling

NAME..... AGE..... GRADE.....SCHOOL.....

MY SPELLING RECORD FOR THE YEAR



Week of the Year

Directions to the Pupil

1. Enter your score made on Friday's test.
2. The weeks are numbered along the bottom of the chart and the per cent of words spelled correctly is shown along the left side.
3. On the vertical line above the number of the week, put a dot opposite the per cent which tells the score you made on Friday's test.
4. Do the same for each week in the year.
5. Each week draw a line joining the dot for that week to the dot for the week before.
6. Try hard to keep the curve at the top of the chart.

SUPPLEMENTARY LIST

Words in this supplementary list are primarily for those schools that have longer terms than eight months. There is no reason, however, why teachers in eight-months schools may not use them as extra assignments for those pupils who are particularly strong in spelling, if they so desire.

Lesson 1

tack	gum	liked	marble
done	he's	seeds	marbles
flake	owl	waded	I
schools	pushing	cows	gets

Boys play *marbles* in most *schools.*
He's always *liked* the water.

1. Write two sentences, each of which contains two words in this week's list.
2. Write the words for this week that are the names of animals.

(**Review Words**: Review ten words for this year which have been hard for you to spell.)

Lesson 2

warmed	growing	lid	bull
warmer	hills	heads	rivers
dolly	hop	bears	pet
cheeks	hopping	added	flags
windy	boot	fishes	toys

My *dolly* has red *cheeks.*

Birds were *hopping* in the sand.

1. Find six words for this week that end in **s.** Write these words without the **s.**

(**Review Words:** Review all the words you have learned to spell this year that begin with **s.**)

Lesson 3

drives	sharpen	churn	waiting
roofs	trees	cans	sweeter
fork	bees	stinging	gates
gardens	drying	plays	limb
builder	eggs	floors	tick

Trees are growing in the *gardens.*

I am *waiting* to *sharpen* my pencil.

1. Write ten words that have the letters **ee** in them.

(**Review Words:** Lesson 1, supplementary list, page 50.)

Lesson 4

badly	waked	bowl	wishing
Indian	dash	games	toast
tame	blocks	lighter	storekeeper
stoves	cutting	faces	blacker
brothers	drinking	comes	carfare

A *storekeeper* sells *stoves* and *blocks*.
Do your *brothers* give you five cents for *carfare*?

1. Write the words for this week that begin with the letter *c*.
2. Write the words for this week that have seven letters.

(**Review Words**: Lesson 2, supplementary list, page 51.)

THIRD GRADE

SPECIAL INSTRUCTIONS FOR THIRD GRADE

To the Teacher:

The number of new words in this grade for schools with terms of eight months is 558. The additional number of words in the supplementary list for schools with terms of nine months is 80. The total number of new words for this grade is 638.

Before teaching any of the lessons in this grade, the teacher should review carefully the plan of teaching recommended on pages xvi and xviii.

To the Pupil:

Letter Writing

As you already know, people who cannot spell cannot write the things they want other people to know. In other words, a pupil learns to spell in order to be able to write. For this reason you should use in writing the words which you have learned to spell. The use of words in writing will help you to remember the correct spelling of the words.

Every month this year you should write four letters or more just as you did last year. Write to whomever you like. It would be a good idea if before writing a letter you would think definitely what you wish to tell the person to whom you are writing. Then write it in your own words but be sure you do not have any misspelled word in your letter. Ask your teacher if you have the beginning and ending of your letter correctly written.

How to Learn to Spell a Word

See the word clearly. Look at the word carefully while your teacher pronounces it.

Pronounce the word yourself. Look carefully at each syllable.

Each word should be looked at while you say the letters to yourself softly.

Look away from your book or close your eyes as you repeat the letters. Look again at the book if you need to.

Lay aside your book and write the word. Look at the word to see if you have spelled it correctly. Look carefully how the letters are arranged in any part of the word that is hard for you. Keep trying until you can write it without the book.

Suggestions on How to Do the Week's Work

1. On Monday:
   a. Make certain that you know the meaning of every new word before you take the first test on Tuesday.
2. On Tuesday:
   a. Take test on all new words for the week.
   b. After the test, write *correctly* on your paper every word you missed or left out. These are your study words for Wednesday.
3. On Wednesday:
   a. Study words missed on Tuesday's test.
4. On Thursday:
   a. Take test on both the new words and the review words.
   b. Write *correctly* on your paper every word you missed or left out on the test, whether it be in the new words for the week or in the review words.
   c. Study these words before Friday's test. *Try hard to make a hundred on Friday.*
5. On Friday:
   a. Take test on both new words and review words.

b. If you miss any word on Friday, write it *correctly* on a small card and place it in the spelling pocket in the back of your book.

c. Study the word every chance you get, and as soon as you have learned to spell it correctly, ask your teacher for permission to throw the card away. *Try to keep the pocket empty.*

d. After the test on Friday, turn to the chart on page 82. Enter your score for each week on this chart. If in doubt about how to do this at first, ask your teacher to help you. *Try to keep the curve at the top of the chart.*

THIRD GRADE

First Week

Review Words

Some of the hardest words which you learned to spell the last half of the second year are given here for review. See if you can spell them now. If you have trouble in spelling any word, write it correctly on a little card and put it in your spelling pocket.

Tuesday[1]	*Wednesday*	*Thursday*	*Friday*
ft.	also	hair	wake
buy	eyes	only	drum
mouse	every	while	which
before	shoes	table	asked
drink	block	wagon	built
sweet	cried	bread	build
floor	uncle	warm	woman
forget	papers	spring	write
pushed	leaves	yellow	writing
winter	caught	hungry	brother
better	Sunday	flower	second
having	pencil	making	morning
dressed	to-night	basket	stories
Saturday	teacher	skate	carried
because	something	skating	yesterday

[1]To the Teacher

It is assumed that in most school systems no spelling test will be given on the first day of school.

Second Week

lake	walls	wore	days
makes	calls	tore	pen
snake	called	torn	pin
awake	calling	sat	pony

The *walls* were *torn* down.[1]

A *pony makes* tracks.

1. Look at the first column of words. What letters are the same in all the words?
2. What do **pen** and **pin** mean?

(**Review Words:** Twenty-eighth week, second grade, page 43.)

Third Week

ink	bat	band	cannot
inch	bag	last	don't
inches	rag	September	spell
age	drag	nap	spelled

This *band* is two *inches* long.

My mother *spelled September*.

1. Does every sentence on this page begin with a capital letter and close with a period?
2. Write the words for this week that begin with **s**, and then write those that begin with **i**.

(**Review Words:** Twenty-ninth week, second grade, page 43.)

[1] The two sentences following each week's words are to be dictated by the teacher and written by the pupils at the close of Tuesday's test. Any italicized words missed should be treated as other missed words.

Fourth Week

shot	lap	kid	kite
spot	led	care	fight
cost	lead	bare	sight
log	leads	salt	tight

I do not *care* to *fight.*
What does *salt cost?*

1. Spell these words: c – l l –, d – n' –, s – o t, l – – d, b – r e.
2. Write a sentence with **shot** and **kite** in it.

(**Review Words:** Thirtieth week, second grade, page 45.)

Fifth Week

sell	king	yard	sad
ant	ring	yards	mad
bird	tip	left	April
birds	slip	tells	open

Birds are glad in *April.*
I would *open* my *yard* for a *king.*

1. What letters are the same in **yard** and **yards?** **Bird** and **birds?**
2. Which is the plural, **yard** or **yards?** Write the plural for **king** and **ring.**

(**Review Words:** Thirty-first week, second grade, page 47.)

Sixth Week

over	pail	free	box
overcoat	jail	dust	boxes
set	nail	dusty	nest
sets	tail	short	nut

My *overcoat* is *dusty.*
They are *short boxes.*

1. Look at the second column of words. What letters are the same in all words? What letter in **pail** is silent?
2. See if you can find five other words in which **ai** sounds like **a.**

(**Review Words:** Second week, third grade, page 60.)

Seventh Week

skin	walk	walked	race
swim	talk	talked	sack
fill	bark	barked	said
were	watch	watched	dollar

He *said* he had a *dollar.*
Were you at the *race?*

1. How do the words in the second column differ from those in the third column?
2. Spell these words: d u – t y, o v – –, y a – d s, sk – n.

(**Review Words:** Third week, third grade, page 60.)

Eighth Week

star	below	die	teeth
start	belong	died	feel
slid	behind	tie	hook
slide	between	tied	hoop

The man held the *hoop between* his *teeth.*

Henry was *below* me at the *start.*

1. Is the **e** silent in slide? In tied? In belong? Write all the words in this lesson that have a silent **e.**

(**Review Words:** Fourth week, third grade, page 61.)

The It Game

Play the It Game with the words below. If you have forgotten how to do it, turn to page 35 in your book and do as it tells you to there.

September	bore	overcoat	watched
awake	sight	pail	boxes
wore	April	dollar	nail
inch	open	skin	between
don't	tells	talked	teeth
cannot	left	behind	hook
slide	died	start	hoop

Ninth Week

sees	hen	pull	tardy
sheep	met	pulled	fix
sleep	hall	cook	shut
sleepy	hole	cooking	sold

We *pulled* the *sheep* out of the *hole.*
Father *sold* our *hen* to the man to *cook.*

1. Write all the words you can spell that have **oo** in them.
2. Does the **e** in hen sound the same as it does in **met?**

(**Review Words:** Fifth week, third grade, page 61.)

Tenth Week

bright	deer	noon	cover
melt	bet	spoon	covering
belt	books	broom	ribbon
felt	outside	moon	row

The sun is *bright outside.*
I have some *books,* a *broom* and a little *spoon.*

1. Write the words in this lesson that begin with **b.**
2. The vowels are **a, e, i, o, u.** **Y** is sometimes a vowel.[1] How many different vowels are used in this week's words?

(**Review Words:** Sixth week, third grade, page 62.)

[1] Sometimes **w** is a vowel, but not often.

A Matching Exercise

Here are two tests to see if you know the meanings of the words you can spell. You have already learned to spell the words in the first column of each test. You may not have learned to spell the words in the second column but they are words that mean the same things as the words in the first column. Do it this way: Look at the first column in Test A. There are eight words. Now number your paper from 1 to 8. Then find a word in the second column that means the same as a word in the first column. Do not write words, but write the letters that go with each word. Do it like this: Last means the same as latest; so you will write E by the side of the 1. This is the way it will look:

1 — E

After you do Test A, do Test B in the same way.

Test A

1. last	A. money
2. bag	B. unable
3. cannot	C. bucket
4. dusty	D. slip
5. dollar	E. latest
6. tardy	F. dirty
7. slide	G. sack
8. pail	H. late

Test B

1. pull	A. fasten
2. start	B. run
3. tie	C. begin
4. watched	D. looked
5. race	E. above
6. fix	F. sorry
7. over	G. draw
8. sad	H. mend

Eleventh Week

clock	cloth	show	yours
rope	clothes	showed	sink
pole	pan	shows	think
stole	pancakes	tub	sure

The *rope* is tied to the *pole.*
Are these *clothes yours?*

1. A word like **pancake** has two syllables. A word like **rock** has only one syllable. How many of the words for this week have only one syllable?
2. Can you write four words that have two syllables?

(**Review Words:** Seventh week, third grade, page 62.)

Twelfth Week

rang	stood	wrap	somebody
turn	tease	strap	sometime
turned	farther	war	sometimes
sugar	farthest	even	pick

I *sometimes* go *farther* than my sister.
He *turned* and *stood* still.

1. Write a sentence using **sugar** and **war.**
2. How many of the words this week have two syllables?
3. Is the **e** silent in turned?

(**Review Words:** Eighth week, third grade, page 63.)

Thirteenth Week

December	seven	lame	learn
shall	light	lamp	lean
shell	nine	fur	bend
sew	twelve	lunch	bent

The *lamp* gave a *light* until *twelve.*
December is *nine* days off.

1. See if you can write five words that end in **ell.**
2. Spell these words: b r – – m, t h i – k, s t – l –, s – g a r.

(**Review Words:** Ninth week, third grade, page 64.)

Fourteenth Week

file	filed	cart	Monday
chase	chased	bump	Tuesday
move	moved	pump	Wednesday
prove	proved	jump	Thursday
tire	tired	jumping	Friday

We *moved* last *Wednesday.*
Thursday proved to be a bad day.

1. How do the words in the first column differ from those in the second column?
2. Is the **e** silent in file? Is it dropped in adding **d**?

(**Review Words:** Tenth week, third grade, page 64.)

Fifteenth Week

always	barn	meal	rain
another	dig	meat	rainbow
blame	digging	neat	rained
bone	mark	beat	pond
soap	nor	mean	quart

He is *always digging* something.
There was *another pond* by the *barn.*

1. In the third column of words, what does the pair of vowels, **ea**, sound like? Can you spell three other words with this pair of vowels?

(**Review Words:** Eleventh week, third grade, page 66.)

The Who-Can-Beat Game

Ask your teacher to let you play this game at the board. Write high up on the board these letters: **ill, oo, ea, ie.** Now, under the **ill** see who can write the most words in three minutes that end in **ill**, like **till.** Then see who can write the most words in three minutes that have the pair of vowels **oo**, and so on. The one who has written the most words correctly at the end of the twelve minutes has won the game.

Sixteenth Week

pound	mouth	picture	doctor
sound	south	may	sleigh
wound	piece	maybe	small
wounded	pieces	coal	smaller
shoulder	sum	steal	smallest

The *doctor may* dress the *small wound* in his *shoulder.*

Take a *picture* of the *smallest sleigh.*

1. How many of the words for this week have the pair of vowels **ou**? What other pairs of vowels appear in the new words for this week?

(**Review Words:** Twelfth week, third grade, page 66.)

Seventeenth Week

above	goat	sitting	I'll
name	grade	mind	I'm
draw	hung	mix	isn't
dream	hunt	mice	it's
inside	hurt	ice cream	I've

I'll mix the *ice cream.*

Isn't the *goat hurt?*

1. The first word in the fourth column of words for this week is a contraction of **I will**, or **I shall**. In every contraction an apostrophe is used for the omitted letter or letters.
2. What other words in this week's list are contractions? What words make up each contraction? Can you write three other words not found in this week's list that are contractions?

(**Review Words:** Thirteenth week, third grade, page 67.)

What Do They Mean?

Here is a test to find out if you know the meanings of these words. In each sentence there is one word with a line under it.

Look at the last five words in each sentence and find which one makes the best sense when used with the word that has a line under it. Number your paper from 1 to 8 and then write it like this:

Clothes are to **eat, drink, cook, tear, wear.**

Clothes — wear

1. To sink is to go **up, over, under, through, by.**
2. When anything is bright it is **black, ugly, good, bad, shiny.**
3. In war people **play, fight, sit, spell, read.**
4. A cart has **wheels, engines, wings, oars, runners.**
5. A sleigh moves by **sailing, rolling, jumping, sliding, running.**
6. To cover is to **show, to watch, to hide, to find, to see.**
7. A piece is **all, everything, part, anything, something.**
8. To chase means to **run, jump, sleep, lie, sit.**

Eighteenth Week

asleep	anything	chain	page
alive	anyway	chair	chicken
live	paint	until	calf
lived	painting	silver	frost
lives	moving	since	front

The *chicken* is *alive* and *moving.*
The *painting* is on the *front page.*

1. Write the names of the days of the week.
2. Spell: s i – v – r, c h – i n, a n – w a y, a s l – – p.

(**Review Words:** Fourteenth week, third grade, page 67.)

Nineteenth Week

football	cooky	fairy	cherry
flew	cookies	fairies	chimes
flies	grew	begin	wing
chews	great	began	string
chewed	puppy	begun	wheel

The boys *began* to play *football.*
The *puppy chews* on the *string.*

1. Write all the words you can spell that begin with **ch.**
2. What letters are the same in **begin, began, begun?**

(**Review Words:** Fifteenth week, third grade, page 68.)

Twentieth Week

coffee	half	desk	nearly
copy	halves	count	neck
west	fruit	country	pass
thick	help	comb	peanuts
heard	orange	coats	coal

Nearly half of the *coal* has been used.
Please *help count* these *peanuts*.

1. Write all the words for this week that begin with **co.**
2. Write all the words for this week that have the pair of vowels **ea.**

(**Review Words:** Sixteenth week, third grade, page 69.)

Twenty-first Week

glass	straw	true	smoke
glasses	whenever	shed	smoking
funny	wherever	laugh	ripe
funniest	scare	none	sled
sidewalk	scared	teach	ought

They *laugh* at the *funniest* stories.
Bob *ought* to wear *glasses whenever* he reads.

1. Write all the words you have learned to spell that begin with **sl.**

(**Review Words:** Seventeenth week, third grade, page 69.)

The It Game

Play the It Game with the words below. If you have forgotten how to do it, turn to page 35 and do as it tells you to there.

tardy	proved	country	covering
yours	rainbow	December	farther
sometimes	isn't	quart	digging
learn	fairies	wounded	chicken
wheel	clothes	football	silver
funniest	inside	chewed	laugh

Twenty-second Week

bow	already	feather	nothing
bought	drove	fence	finger
sliding	drown	blood	tables
street	answer	bloody	tooth
dead	answering	north	wrist

The *fence* is on the *north* side of the *street.*
You have *already* found the *answer.*

1. How many of the words for this week have only one syllable? Write them.
2. Is there one or more than one vowel in each of these words?

(Review Words: Eighteenth week, third grade, page 71.)

Twenty-third Week

tear	brick	tickle	fastened
rich	brown	rubber	fastest
people	trick	rooster	drew
pinch	tried	steer	auto
slipped	running	dried	automobile

Your *automobile* was *running fastest.*

Those *people* live in the *brown brick* house.

1. Every syllable of a word has a vowel in it. How many syllables has the word **rub-ber?** What is the vowel in each syllable?

(**Review Words:** Nineteenth week, third grade, page 71.)

Twenty-fourth Week

money	o'clock	middle	bled
number	bug	midst	bleed
opening	dirty	noise	finish
bunch	afraid	ankle	finished
burst	nobody	bottle	gun

The *bottle burst* in the *midst* of the *noise.*

She *finished* the *opening number* at eight *o'clock.*

1. What are the vowels? How many pairs of vowels have you found?
2. Spell these words: f i n – s h – d, a f r – – d, n u m – er.

(**Review Words:** Twentieth week, third grade, page 72.)

Can You Find the Right Word?

Each of the sentences below has one word left out. Here are the words that should be used to make the sentences complete:

o'clock	**answer**	**cherry**	**silver**	**football**
sitting	**sidewalk**	**rubber**	**drew**	**middle**

See if you can tell in which sentence each word goes. Do it like this: Number your paper from 1 to 10. Now write by the 1 the word that goes in sentence 1, and by the 2 the word that goes in sentence 2, and so on. For example, the word that makes the first sentence complete is silver, so your first one will be:

1 — silver

1. Some of our money is made of ————.
2. Wednesday comes in the ———— of the week.
3. I like ———— pie.
4. We should walk on the ———— and not in the street.
5. Automobile tires are made of ————.
6. I asked him a question, but he did not ———— me.
7. We come to school at eight ————.
8. He is ———— by the fire.
9. In the fall most boys like to play ————.
10. The boy ———— a funny picture.

Twenty-fifth Week

worse	pocket	herself	beg
worst	whole	excuse	begged
tomorrow	horse	excused	wrong
penny	horses	board	longer
guess	grapes	bottom	loud

She *begged* to *excuse herself* until *tomorrow*.

I *guess* the *penny* is in the *bottom* of his *pocket*.

1. Is the final **e** silent in excuse? Do you drop the **e** when **d** is added?
2. Write the plural of the word **pocket.**

(**Review Words:** Twenty-first week, third grade, page 72.)

Twenty-sixth Week

crow	kitchen	engine	good-by
bigger	corner	birth	barrel
biggest	study	birthday	balloon
pigeon	studies	gallon	work
knew	studied	blind	worked
wouldn't			didn't

He thought the *biggest balloon wouldn't* fly.

Ben *knew* that he would get a *pigeon* on his *birthday*.

1. What two words mean the same as **wouldn't? Didn't?**
2. Write all the words you can spell that begin with **st.**

(**Review Words:** Twenty-second week, third grade, page 73.)

Twenty-seventh Week

The words in this lesson are formed by adding *ing* to words you have already had in this grade.

sleeping	fixing	ringing	working
hunting	spelling	sewing	drawing
helping	pulling	starting	showing
filling	learning	walking	watching
leading	turning	talking	studying

The girls were *sewing* and *talking*.

Eskimos were *hunting* by day and *sleeping* by night.

1. See if you can find five more words in this grade which were formed by adding ing to some other word.

(**Review Words:** Twenty-third week, third grade, page 74.)

Twenty-eighth Week

button	smooth	sorry	windows
buggy	stuck	doesn't	sweep
crawl	through	whistle	supper
break	throwing	straight	couldn't
bucket	spade	swimming	handle
color			thread

The *bucket stuck* in the *smooth* mud.

I'm *sorry* you *couldn't* stay for *supper*.

1. Write the two words in this week's list that are contractions. Opposite each contraction write the two words that it stands for.
2. Write the words for this week that begin with s.

(**Review Words:** Twenty-fourth week, third grade, page 74.)

Twenty-ninth Week

won't	spend	carpet	touch
hang	spent	swept	touched
swell	hatch	circus	neither
church	catch	horn	home
shoot	square	silent	track
clerk			suit

The boys *spent* the afternoon at the *circus*.

The *silent* bell will *hang* in the church.

1. See how many words you can write that sound like **hang**.
2. Write the two words that make up the contraction **won't**.

(**Review Words**: Twenty-fifth week, third grade, page 76.)

Thirtieth Week

The following words are formed by adding **ed** to words you have already had in this grade.

started	fixed	cooked	guessed
learned	jumped	covered	helped
mixed	crawled	hatched	painted
opened	crowed	dreamed	picked
filled	answered	drowned	laughed

John *opened* the window and *jumped* out.

He *dreamed* that he *painted* a picture.

1. See if you can find six other words in this grade which were formed by adding **ed** to words you have already had. Write the word to which the **ed** was added.

(**Review Words**: Twenty-sixth week, third grade, page 76.)

Thirty-first Week

The following words are formed by adding s to words you have already had in this grade or in the second grade.

barrels	chickens	dollars	flowers
suits	hands	holes	houses
pounds	roses	handles	costs
boards	colors	numbers	tears
oranges	pictures	coats	dreams

The children held *roses* in their *hands.*
They gave us *oranges* and *flowers.*

1. Write the base word from which each of the above words was formed.
2. See if you can find five other words in this grade or in the second grade that were formed by adding s to some other word you have had.

(**Review Words:** Twenty-seventh week, third grade, page 77.)

What Do They Mean?

Here is a test to find out if you know the meanings of these words. In each sentence there is one word with a line under it.

Look at the last five words in each sentence and find which one makes the best sense when used with the word that has a line under it. Number your paper from 1 to 8, and then write it like this:

Grapes grow on **trees, bushes, vines, roots, leaves.**

Grapes — vines

1. To beg is to **take, give, find, ask, make.**
2. A balloon **rolls, jumps, runs, slides, flies.**
3. Neither means **one, some, none, part, all.**
4. A spade is used to **dig, ride, drive, fight, play.**
5. A penny is made of **silver, copper, gold, tin, lead.**
6. To excuse means to **punish, forgive, help, guess, ask.**
7. Started means **began, finished, helped, wanted, asked.**
8. To be silent is to be **noisy, good, bad, still, awake.**

Thirty-second Week

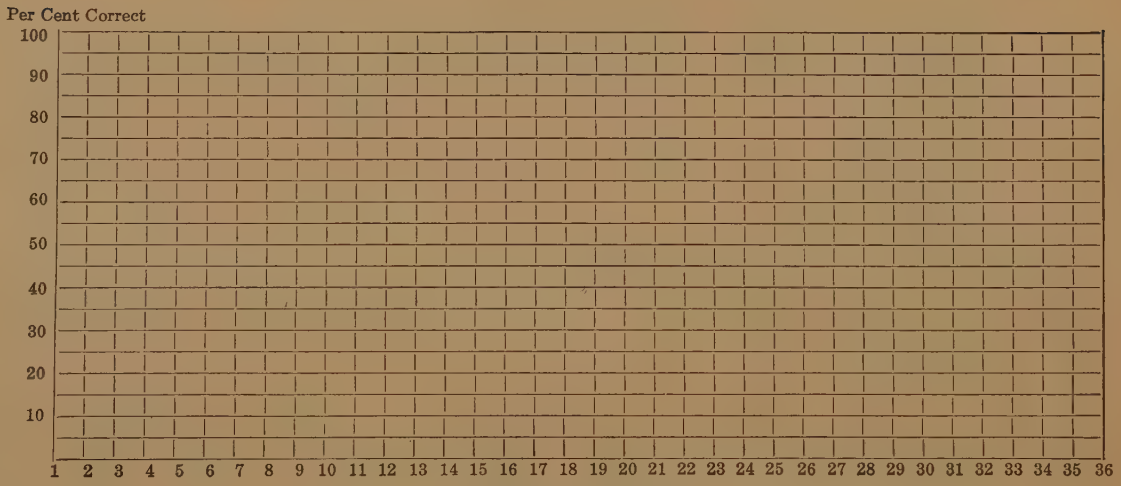
Review Words

Some of the hardest words which you learned to spell during the first half of this year are given here for review. See if you can spell them now. If you have trouble in spelling any word, write it correctly on a small card and put it in your spelling pocket. You can then learn it during the summer.

Monday	*Tuesday*	*Wednesday*	*Thursday*
don't	jail	skin	said
pump	hoop	belt	pick
tied	bent	beat	file
lean	tight	fight	filed
awake	dusty	steal	April
yards	slide	died	watch
start	tired	clock	teeth
tardy	tease	strap	light
sink	chase	lunch	seven
learn	blame	quart	think
prove	boxes	walked	dollar
inches	sleepy	pulled	bright
behind	should	twelve	December
ribbon	Monday	Friday	always
pieces	sleigh	watched	between
cooking	outside	clothes	pancake
jumping	Tuesday	another	digging
rainbow	wounded	picture	farthest
smallest	shoulder	Thursday	Wednesday
somebody	sometimes	September	overcoat

NAME..... AGE..... GRADE.....SCHOOL.....

MY SPELLING RECORD FOR THE YEAR



Directions to the Pupil

1. Enter your score made on Friday's test.
2. The weeks are numbered along the bottom of the chart and the per cent of words spelled correctly is shown along the left side.
3. On the vertical line above the number of the week, put a dot opposite the per cent which tells the score you made on Friday's test.
4. Do the same for each week in the year.
5. Each week draw a line joining the dot for that week to the dot for the week before.
6. Try hard to keep the curve at the top of the chart.

SUPPLEMENTARY LIST

Words in this supplementary list are primarily for those schools that have longer terms than eight months. There is no reason, however, why teachers in schools with terms of eight months may not use them as extra assignments for those pupils who are particularly strong in spelling, if they so desire.

Lesson 1

yell	streets	bottles	pact
steps	tipped	path	named
jerk	hatches	sisters	names
bait	rung	melted	ax
bakes	ans. (answer)	hitch	axes

The *bottles melted.*

His *sisters* gave him the *axes.*

1. Add something to these words that will make them mean more than one: **horse, board, pigeon, guess, study, spade, home, hole.**
2. See how many words you can make using the letters in the word **hatches.** For example, **the, hat,** and so on.

(**Review Words:** Lesson 3, supplementary list, second grade, page 51.)

Lesson 2

bun	spades	oar	bricks
fold	hunted	overshoes	snow
doors	chairs	dime	sweeping
whip	breaking	erase	talks
whipped	covers	eraser	kites

He *hunted* for his *overshoes* to-day.
Fold the *doors* and *chairs*.

1. Write seven words for this week that end in **s**. Write these words without the **s**.
2. How many words can you write that have the pair of letters **ai**?

(**Review Words**: Lesson 4, supplementary list, second grade, page 52.)

Lesson 3

catches	baskets	fished	dies
bench	runs	pages	buckle
slim	longest	greatly	marking
nuts	midnight	smell	nights
chin	blames	thinking	keeps

We *fished* until *midnight*.
George is *marking* the *baskets*.

1. See if you can write ten words which you have learned to spell that end in **es**.
2. What are these words: m i d - - - h t, b - - k l -, fi - - e d, o v - - s h - - s, w h - p p - d.

(**Review Words**: Lesson 1, supplementary list, third grade, page 83.)

Lesson 4

lamps	kindly	ones	daddy
hawk	wishes	buzz	lapping
begins	letters	crawling	spoonful
teaching	blown	pup	poorer
patted	counted	puppies	grounds

The baby *patted* the *puppies.*

The *lamps* were *blown* out by *daddy.*

1. Write the words for this week that have eight letters.
2. Write a sentence using the words **letters, write, mother.** Use any other words you need to.

(**Review Words:** Lesson 2, supplementary list, third grade, page 84.)

FOURTH GRADE

SPECIAL INSTRUCTIONS FOR FOURTH GRADE

To the Teacher:

The number of new words in this grade for schools with terms of eight months is 676. The additional number of words in the supplementary list for schools with terms of nine months is 96. The total number of new words for this grade is 772.

Before teaching any of the lessons in this grade, the teacher should review carefully the plan of teaching recommended on pages xvi to xviii.

To the Pupil:

Becoming a Good Speller

1. One of the best ways to become a good speller is to practice writing. Fourth grade pupils should write many letters and compositions. In all of your writing be sure that every word is correctly spelled.

2. Another way to become a good speller is to learn early to use the dictionary. Suggestions for helping you to do this are made in this grade. Take pride in learning to use the dictionary well and easily.

3. When you learn to spell a word, use it as soon as possible in your writing.

4. Work hard. Do your best to make a perfect score in spelling on every test.

How to Learn to Spell a Word

See the word clearly. Look at the word carefully while your teacher pronounces it.

Pronounce the word yourself. Look carefully at each syllable.

Each word should be looked at while you say the letters to yourself softly.

Look away from your book or close your eyes as you repeat the letters. Look again at the book if you need to.

Lay aside your book and write the word. Look at the word to see if you have spelled it correctly. Look carefully how the letters are arranged in any part of the word that is hard for you. Keep trying until you can write it without the book.

Suggestions on How to Do the Week's Work

1. On Monday:
   a. Make certain that you know the meaning of every new word before you take the first test on Tuesday.
2. On Tuesday:
   a. Take test on all new words for the week.
   b. After the test, write *correctly* on your paper every word you missed or left out. These are your study words for Wednesday.
3. On Wednesday:
   a. Study words missed on Tuesday's test.
4. On Thursday:
   a. Take test on both the new words and the review words.
   b. Write *correctly* on your paper every word you missed or left out on the test, whether it be in the new words for the week or in the review words.

5. On Friday:

a. Take test on both new words and review words.

b. If you miss any word on Friday, write it *correctly* on a small card and place it in the spelling pocket in the back of your book.

c. Study the word every chance you get, and as soon as you have learned to spell it correctly, ask your teacher for permission to throw the card away. *Try to keep the pocket empty.*

d. After the test on Friday, turn to the chart on page 117. Enter your score for each week on this chart. If in doubt about how to do this at first, ask your teacher to help you. *Try to keep the curve at the top of the chart.*

FOURTH GRADE

First Week

Review Words

Some of the hardest words which you learned to spell during the last half of the third year are given here for review. If you have trouble in spelling any word, write it correctly on a small card and put it in your spelling pocket.

Tuesday[1]	*Wednesday*	*Thursday*	*Friday*
it's	I've	I'm	I'll
isn't	since	calf	ought
midst	ankle	wrist	swept
dream	won't	didn't	wheel
thick	coffee	flies	showed
halves	scared	bought	sliding
people	o'clock	afraid	bucket
meddle	excused	begged	biggest
pigeon	fixing	drowned	couldn't
hatched	sitting	barrels	chicken
cookies	handles	fairies	country
glasses	whistle	through	touched
anyway	peanuts	funniest	neither
laughed	already	feather	square
nothing	finished	running	fastened
opening	studies	guessed	wouldn't
kitchen	studied	slipped	balloon
anything	studying	wherever	painting
football	whenever	answering	tomorrow
sidewalk	swimming	automobile	birthday

[1]To the Teacher

It is assumed that in most school systems, no spelling test will be given on the first day of school.

Second Week

bank	end	dandy	rip
tank	lend	earth	trip
team	tent	east	room
steam	slow	Easter	price
stream	slowly	pink	prices

We walked *slowly* along the *bank* of the *stream*.[1]
Will you *lend* us a *tent* for our *trip?*

1. Write all the words for this week that have the pair of vowels **ea**.
2. Write all the words for this week that begin with **e**.

(**Review Words:** Twenty-eighth week, third grade, page 77.)

Third Week

farm	march	win	afternoon
farmer	March	silk	any one
lot	park	given	cheat
lost	such	gives	seat
kiss	song	date	heat

Will *any one* sing a *song* this *afternoon?*
The boys will *win* the races at the *park*.

1. Write the plurals of **farm, farmer, lot, park, song.**
2. Write a sentence using **March,** and another sentence using **march.**

(**Review Words:** Twenty-ninth week, third grade, page 78.)

[1] The two sentences following each week's words are to be dictated by the teacher and written by the pupils at the close of Tuesday's test. Any italicized words missed shou'd be treated as other missed words.

Fourth Week

crop	early	hope	low
shop	earlier	hoped	know
shopping	earliest	hopes	knows
self	sir	dish	luck
shelf	robin	dishes	lucky

The *earliest robin* found the *dish* of crumbs on the *shelf*.
Mary *hopes* to do her *shopping early*.

1. Write all the words for this week in alphabetical order.

(**Review Words:** Thirtieth week, third grade, page 78.)

Fifth Week

life	look	child	love
wife	looked	children	loved
knife	lady	ours	hate
wipe	body	June	hated
wiped	October	July	safe

The *lady loved* her *children*.
Bob *hated* to work in *July*.

1. Write the plural of **life, wife, child, dish, robin.**
2. Write the words for this week that begin with **l.**

(**Review Words:** Thirty-first week, third grade, page 79.)

What You Can Learn from the Dictionary

Every boy and girl who is in the fourth grade should know how to use the dictionary. It is a good thing to make it one of your best friends, for it tells you so many things. Some of the things it tells you are these:

1. It tells you how to pronounce a word.

2. It tells you how to sound the letters and where to put the accent. Here are the most important marks it uses in showing you how to sound the letters.

ā as in fāte	ō as in ōld
ă as in in′fănt	o̊ as in o̊bey′
ä as in ärm	ô as in lôrd
â as in pâr′ent	ŏ as in nŏt
ȧ as in ȧsk	o͞o as in mo͞on
ē as in ēve	o͝o as in fo͝ot
ĕ as in ĕx cuse′	ou as in out
ė as in dė pend′	ū as in ūse
ī as in īce	u̇ as in u̇ nite′
ĭ as in ĭll	ŭ as in ŭp

3. It tells you what a word means.

4. It tells you how to spell a word. When you do not know how to spell a word, always go to the dictionary.

5. It tells you how to find a word quickly. You will find that the first word at the top of the dictionary is always the first word on that page and the second word at the top is the last word at the bottom of that page.

6. It tells you some of the synonyms for words. That is, when you find a word in the dictionary, you will also find other words that mean almost the same thing as the word you are looking for.

Sixth Week

player	sail	became	every one
needs	mail	become	everybody
needed	map	becomes	everything
base	being	himself	everywhere
lace	across	tea	hood

Every one needs to be a *player.*
Byrd made a *map* of *everything* about the *base.*

1. Find these words in your dictionary and see if you can pronounce them: **happy, mile, shake, vote.**
2. Write them on your paper and place the same marks on them that you find in the dictionary.

(**Review Words:** Second week, fourth grade, page 94.)

Seventh Week

your	Mr. (mister)	ill	spoke
yourself	Mrs. (mistress)	happy	reach
word	card	forgive	peach
words	large	plant	peaches
spin	largest	sunshine	lazy

You *spoke your largest words, Mrs.* Jones.
The *sunshine* can *reach* the *large peaches.*

1. Find in the dictionary how to pronounce these words: **hood, peach, ill.**
2. Often the whole word is not written, but only its abbreviation, such as **Mr.** instead of the whole word, **Mister.**

(**Review Words:** Third week, fourth grade, page 94.)

Eighth Week

plum	rake	oil	stay
rug	shake	boil	stays
fry	stake	spoil	pray
fried	those	rule	grand
thin	report	ruler	green

Oil would *spoil* your new *green rug.*
They *report* that the *ruler stays* at home.

1. Write all the words you can spell that have the pair of vowels **oi.**

(**Review Words:** Fourth week, fourth grade, page 95.)

Ninth Week

shine	colt	few	who
line	gift	bean	whose
lion	use	world	sheet
mile	used	wet	sheets
miles	useful	often	dull

Whose colt was seen a *few miles* from town?
What is *often* the most *useful gift* in the *world?*

1. Write all the words you can spell that begin with **u.**
2. What are these words: l i – n, w o – l d, m – – e, b – – n, o f – – n?

(**Review Words:** Fifth week, fourth grade, page 95.)

Matching Exercises

Here are two tests to see if you know the meanings of the words you spell. You have already learned to spell the words in the first column of each test. You may not be able to spell the words in the second column, but they are words that mean the same things as the words in the first column. Do it this way:

Look at the first column in Test A. There are eight words. Now number your paper from 1 to 8. Find a word in the second column that means the same as a word in the first column. Do not write the words, but write the letter that goes with each word. Do it like this:

Early means the same as *soon*; so you will write D by the side of the 1. This is the way it will look:

1 — D

After you do Test A, do Test B in the same way.

Test A

1. early	A. excuse
2. ill	B. remain
3. forgive	C. stupid
4. rule	D. soon
5. stay	E. great
6. dull	F. govern
7. wet	G. sick
8. grand	H. damp

Test B

1. pray	A. big
2. large	B. finish
3. hope	C. wish
4. look	D. ask
5. end	E. tear
6. rip	F. dislike
7. hate	G. glad
8. happy	H. see

Tenth Week

wants	cage	taken	others
wanted	cane	thank	peep
beside	post	branch	peeped
besides	postoffice	branches	list
clap	sunny	ashes	listen

They have *taken* the *branches* from the *sunny* window.
Others listen to the *clap* of thunder.

1. Write these words and mark them as they are marked in your dictionary: **branches, peep, wanted, taken.**
2. Write the words for this week in alphabetical order.

(**Review Words:** Sixth week, fourth grade, page 97.)

The Who-Can-Beat Game

Try the Who-Can-Beat Game with these pairs of vowels as the headings of your columns: **ea, oi, ie, ee.** If you have forgotten how to do this game, turn to page 68 and do as it tells you to there.

Eleventh Week

shade	rub	vote	match
shadow	club	trade	patch
real	behave	flow	scratch
fit	behaved	sow	kindness
fox	sort	sowed	lesson
goose	soul	myself	November

The *November lesson* about the *fox* and the *goose* was a *real* story.
I *sowed* the *patch* of seeds *myself*.

1. Write all the words you can spell that begin with **be.**
2. How many words can you spell that end in **ch?**

(**Review Words:** Seventh week, fourth grade, page 97.)

Twelfth Week

babies	act	geese	choose
clothing	cotton	mill	chose
odd	ahead	mills	chosen
offer	visit	tramp	drug
slice	soak	reply	drunk
bless	sawed	smart	size

The mothers *chose clothing* for the *babies* at the *mill* store.
It is *odd* that the *tramp sawed* the wood in pieces of that *size.*

1. Make a sentence using these words: **visit, mills, cotton.**
2. Write four words that rhyme with **slice.**

(**Review Words:** Eighth week, fourth grade, page 98.)

Thirteenth Week

music	joy	clean	gas
matter	invite	climb	shovel
divide	invited	peel	oak
divided	gain	feeling	silly
claim	risk	pour	past
claims	shelves	jar	paste

She *divided* her *jar* of *paste* with me.
They *invited* us to hear the *music* of the *past* week.

1. Write all the words you can spell that begin with **cl**.
2. Spell six words that begin with **in**.

(**Review Words:** Ninth week, fourth grade, page 98.)

Fourteenth Week

danger	freeze	all right	born
honey	froze	pile	bead
monkey	frozen	family	amount
party	stand	knock	hose
dance	thousand	knot	won
dare	quarrel	lamb	borrow

There was *danger* that the *lamb* would *freeze*.
The *family* will *dance* at the *party*.

1. What letter is silent in **knock?** What is the difference between **not** and **knot?** (Use your dictionary.)
2. Write the words for this week that begin with the letter **f**.

(**Review Words:** Tenth week, fourth grade, page 100.)

The It Game

Try the It Game on the words below. If you have forgotten how to do it, turn to page 35 and do what it tells you to there.

quarrel	shovel	November	forgive
afternoon	clothing	postoffice	everywhere
Easter	shelves	besides	being
thousand	behaved	fried	October
spoil	lion	children	earth

Fifteenth Week

wool	hoe	explain	welcome
harder	toe	potato	recess
hardly	without	potatoes	wheat
years	evil	weeks	rough
wave	hundred	higher	cough
waves	crowd	highest	butterfly

The *butterfly* flies *higher* than the toy balloon.

I can *hardly* get along *without potatoes.*

1. How many syllables in each of these words: **hardly, butterfly, hundred.** Does each syllable have a vowel?

2. Does every syllable of a word have a vowel?

(**Review Words:** Eleventh week, fourth grade, page 101.)

What Do They Mean?

Here is a test to find out if you know the meanings of these words. In each sentence there is one word with a line under it.

Look at the last five words in each sentence and find which one makes the best sense when used with the word that has a line under it. Number your paper from 1 to 8 and then write it like this:

A postoffice is a place where we buy **paper, pencils, stamps, candy, toys.**

postoffice — stamps

1. Beside means **by, on, over, in, under.**
2. Branches are parts of **leaves, buildings, trees, grass, blossoms.**
3. To invite is to **order, look, tell, ask, see.**
4. A lamb is a young **cow, horse, goat, dog, sheep.**
5. We get honey from **trees, vines, fruit, vegetables, bees.**
6. Evil means **good, fair, ugly, bad, win.**
7. To knock is to **ask, hunt, strike, seek, look.**
8. A bean is a **flower, fruit, animal, vegetable, tree.**

Sixteenth Week

The following words are formed by adding **ed** to the words you have already had in this grade.

acted	mailed	reached	thanked
ended	planted	crowded	offered
stayed	knocked	cleaned	climbed
kissed	poured	spoiled	marched
reported	sailed	borrowed	peeled
scratched			explained

He *reported* that they had *marched* away.
She *thanked* the boy for the seat he had *offered.*

1. The root form of the word is the simplest form of the word, like **act, end,** and so on. Write the root form for all the words of this week.

(**Review Words:** Twelfth week, fourth grade, page 101.)

Seventeenth Week

army	paid	haul	friend
scout	raise	hauled	lose
sprout	raisins	fishing	loose
deed	stairs	lumber	fresh
haven't	railroad	thunder	measure
flock	fairly	point	meadow

The *army scout* found a new *friend.*
They *hauled* the *lumber* to the nearest *railroad.*

1. Write all the words you can spell that have the pair of vowels **ai.**
2. Make all the words you can from the letters in the word **railroad.**

(**Review Words:** Thirteenth week, fourth grade, page 102.)

Eighteenth Week

Dr. (doctor)	screen	nickel	slept
evening	screw	else	kept
stands	eighteen	third	stepped
hasn't	nineteen	thirty	piano
plate	nicely	strike	during
plates	glove	young	switch

May played the *piano* very nicely *during* the *evening.*
The *young* man *hasn't slept* for *eighteen* hours.

1. Turn to your dictionary and find how to pronounce these words: **evening, piano, behaved, across.**
2. Write the two words that mean the same as **hasn't.**

(**Review Words:** Fourteenth week, grade four, page 102.)

Nineteenth Week

honest	cast	center	worth
forty	cattle	trunk	chance
sooner	setting	truth	place
minds	scrap	whatever	placed
dropped	month	chalk	coast
dropping	mostly	dozen	coach

He sold *forty cattle* this *month.*
The *coach* told the *center* to take no *chance whatever.*

1. Write the root form of **dropped, placed, stepped, mostly, fishing, hauled.**
2. How many words can you make, using the letters in the word **whatever?**

(**Review Words:** Fifteenth week, fourth grade, page 103.)

Twentieth Week

nurse	sweat	porch	breath
cousin	sweater	awhile	breathe
beet	pitch	slippers	organ
bother	pitcher	slippery	tiny
January	anybody	news	weather
pipe	anywhere	movies	whether

My *cousin* will be five in *January*.
The *porch* is *slippery* because of the bad *weather*.

1. A suffix is a letter or letters added to the end of the root word. What is the suffix in **pitcher, sweater, placed?**

(**Review Words:** Sixteenth week, fourth grade, page 105.)

Twenty-first Week

holding	broken	rather	fuss
bud	bringing	brush	February
bus	helpful	hotel	present
hammer	chop	island	iron
quit	chopped	hour	pair
raw	steep	itself	pear

February itself is *rather* hard to spell.
The *hammer* is *broken* at *present*.

1. Write two sentences. In one sentence use the word **pair** and in the other use the word **pear.**
2. Look in the dictionary and find exactly how to pronounce **February.**

(**Review Words:** Seventeenth week, fourth grade, page 105.)

Twenty-second Week

heart	wire	bush	quite
remember	hire	bushes	clover
breast	surely	bushel	robbed
stuff	picnic	vacation	sixteen
owe	wise	umbrella	clown
bills	float	stung	building

You *surely remember* our *vacation.*
There is a *bushel* of *clover* seed in the *building.*

1. Spell these words: r e – e m – – r, u m b – – l l a, s i x t – – n, b i – – s, F e b – u a – y, a w – i l e, s w – t c h, i – l a n d.

(**Review Words:** Eighteenth week, fourth grade, page 106.)

Twenty-third Week

cloudy	cloak	enter	acorn
jelly	breakfast	drawn	ponies
classes	enough	spite	either
busy	darling	pillow	closet
ache	edge	elephant	bridge
aches	question	hug	term

The *elephant* and the *ponies* were on the *bridge.*
We *enter* our *classes* after *breakfast.*

1. Write the singular for **classes, ponies, bills, plates, stairs.**
2. Place the vowel markings and accent on the word **either.**

(**Review Words:** Nineteenth week, fourth grade, page 106.)

Twenty-fourth Week

teachers	instead	hitched	leather
taught	wonder	harness	bicycle
juice	brass	putting	whisper
careful	lying	marked	biscuit
buying	laughing	bough	collar
brave	lightning	bound	colored

He is *putting* the *leather harness* on the horse.
The dog with the *brass collar* was hit by *lightning.*

1. How many words for this week have a suffix? In each case write the root word to which the suffix has been added.

(**Review Words:** Twentieth week, fourth grade, page 107.)

Twenty-fifth Week

needle	baking	minute	hatchet
cabbage	naughty	awful	braid
Bible	writer	bitter	stirred
though	written	squeeze	stirring
beginning	among	squeezed	thanks
animal	baseball	banana	backwards

At the *beginning* we ate a *banana* instead of *cabbage.*
The last *minute* of the *baseball* game was *stirring.*

1. Write the words for this week in alphabetical order. (If in doubt about where any word comes, look in the dictionary.)
2. How many syllables in: **banana, naughty, beginning?**

(**Review Words:** Twenty-first week, fourth grade, page 107.)

Can You Find the Right Word?

Each of the sentences below has one word left out. Here are the words that should be used to make the sentences complete:

army	**February**	**collar**	**elephant**	**lying**
chalk	**juice**	**bushel**	**bridge**	**leather**

See if you can tell in which sentence each word goes. Do it like this: Number your paper from 1 to 10. Now write by the 1 the word that goes in sentence 1, and by the 2 the word that goes in sentence 2, and so on.

1. We bought a ———— of apples.
2. My shoes are made of ————.
3. The second month of the year is ————.
4. The ———— is a very large animal.
5. We crossed the river on a ————.
6. He is ———— down on the couch.
7. A general is an officer in the ————.
8. We write on the blackboard with ————.
9. My shirt has a high ————
10. Oranges are full of ————.

The Who-Can-Beat Game

Try the Who-Can-Beat Game with these letters at the top of your four columns: **br, sw, th, li.** Under **br** write any word you can spell beginning with **br,** and under **sw** write any word you can spell beginning with **sw,** etc. (If you have forgotten how to play this game, turn to page 68.)

Twenty-sixth Week

bashful	dodge	airplane	crust
against	dodged	truly	beauty
towel	addition	lawn	beautiful
tongue	twice	curtain	understand
diamond	language	turkey	understood
noisy	voice	bearing	violet

We *understand* that she has a *beautiful diamond.*
In *addition* to the mail, he had a *turkey* in the *airplane.*

1. Write the words **tongue, against, noisy, language.** Look in the dictionary and see exactly how they are pronounced.
2. Write the words for this week that have ten letters; eight letters; seven letters.

(**Review Words:** Twenty-second week, fourth grade, page 108.)

Twenty-seventh Week

scar	blowing	gravy	eleven
bonfire	pepper	grind	heaviest
arithmetic	butcher	spread	pumpkin
separate	cheese	handkerchief	holiday
tender	getting	gotten[1]	fault
pickles	chapter	fever	giant

Keep the *pickles* and the *gravy separate.*
Are you *getting* your *handkerchief?*

1. Write the words for this week in alphabetical order. (If in doubt about which word comes next, use the dictionary.)
2. How many words can you build by using the letters in the word **separate?**

(**Review Words:** Twenty-third week, fourth grade, page 108.)

[1]The tendency is to use **got** rather than **gotten,** but **gotten** is still widely used.

Twenty-eighth Week

hurry	fought	double	squirrel
hurried	fifteen	soldier	fierce
fare	wear	soldiers	geography
wading	ha!	forenoon	ladder
prettier	fountain	pleasant	cellar
prettiest	poison	flavor	wolf

The *soldiers* made a *hurried* march in the *forenoon.*
There is a *squirrel* on the *ladder, ha! ha!*

1. Write these words, and then look in the dictionary and see exactly how they are pronounced: **geography, soldiers, pretty, fierce, separate.**

2. Spell these words: s o l d – – r –, h –!, d – u b l e, – e l l – r.

(**Review Words:** Twenty-fourth week, fourth grade, page 109.)

Twenty-ninth Week

strong	women	figure	dangerous
field	length	chimney	struck
willow	dominoes	wrapped	difference
loaf	circle	you're	different
crayon	dandelion	yourselves	fighting
lantern	depot	cute	giraffe

You're in a *different field.*
This *chimney* is *dangerous.*

1. Find the words for this week that have a suffix. Write all the root words to which a suffix has been added.

(**Review Words:** Twenty-fifth week, fourth grade, page 109.)

Thirtieth Week

The following words are formed by adding s to words you have already had in this grade.

beans	hours	ends	handkerchiefs
cards	towels	dates	lots
questions	chimneys	places	terms
holidays	measures	clubs	presents
minutes	fields	lines	figures
lessons			months

They have raised *questions* about our *holidays*.
What are the *hours*, *places* and *months* for the meetings?

1. How many nouns can you find in this grade that form their plurals by adding s?

(**Review Words:** Twenty-sixth week, fourth grade, page 111.)

The It Game

Play the It Game with these words. (If you have forgotten how to do it, turn to page 35 and do as it tells you to there.)

handkerchiefs	pumpkin	lightning	breakfast
chimney	giant	naughty	umbrella
giraffe	biscuit	colored	February
geography	building	whatever	chopped
vacation	hatchet	closet	stirred
laughing	butcher	curtain	heaviest
separate	fountain	dangerous	soldiers
dandelion	language	against	tongue

Thirty-first Week

Twelve of the words below are formed by adding **ing** to words you have already had in this grade, and eight of them were formed by adding **ing** after dropping the final **e.**

acting	marching	shaking	aching
gaining	choosing	cleaning	looking
dancing	staying	loving	shining
standing	losing	sailing	mailing
reaching	wearing	placing	explaining

You are *looking* fine in that suit you are *wearing.*

Cleaning clothes and *shining* shoes are hard jobs.

1. See if you can write the root word from which each word for this week is formed.
2. Add **ed** to each of the root words.
3. Write ten other words that end in **ing.**

(**Review Words:** Twenty-seventh week, fourth grade, page **111.**)

What Do They Mean?

Here is a test to find out if you know the meanings of these words. In each sentence there is one word with a line under it.

Look at the last five words in each sentence and find which one makes the best sense when used with the word that has a line under it. Number your paper from 1 to 8 and then write it like this:

A needle is used to **cook, bake, sweep, dust, sew.**
needle — sew

1. To dodge is to **hit, chase, run, miss, play.**
2. Beautiful means **ugly, happy, sad, good, pretty.**
3. Chimneys are used on **houses, automobiles, wagons, airplanes, stoves.**
4. A lantern is used for **heat, light, beauty, play, work.**
5. A willow is a kind of **flower, fruit, animal, tree, game.**
6. Dominoes are used for **work, play, study, reading, writing.**
7. Fierce means **good, gentle, cruel, quick, slow.**
8. Double means **one, two, three, four, five.**

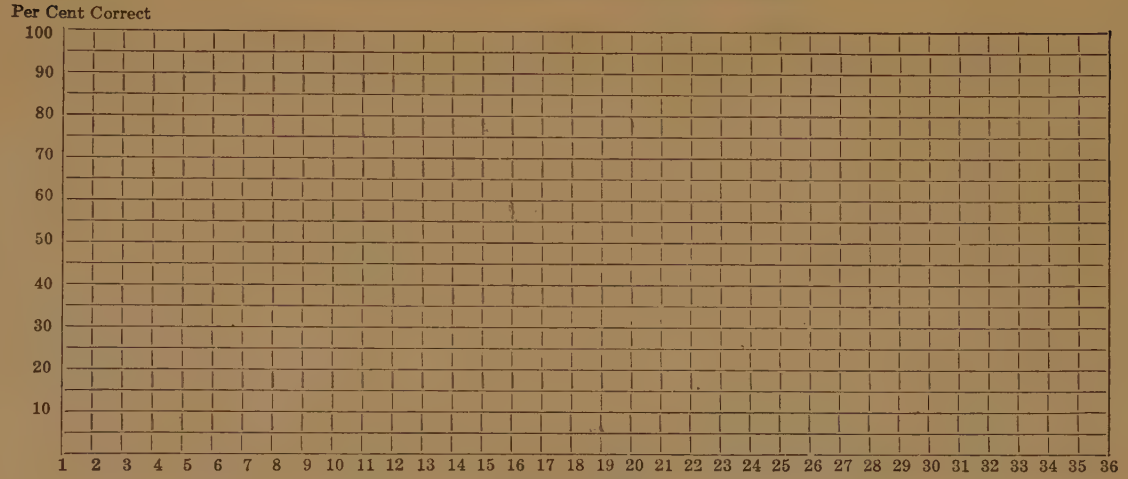
Thirty-second Week

Some of the hardest words which you learned to spell during the first half of this year are given here for review. See if you can spell them now. If you have trouble in spelling any word, write it correctly on a small card and put it in your spelling pocket. You can then learn to spell it during the summer.

Monday	*Tuesday*	*Wednesday*	*Thursday*
soul	miles	whose	spoil
fried	often	freeze	across
paste	hoped	knife	frozen
Easter	match	hatch	pieces
pour	crowd	cough	music
sheets	shadow	myself	sunny
others	forgive	choose	scratch
largest	listen	useful	peeled
recess	smart	babies	shovel
chosen	slice	wanted	family
former	monkey	needed	peeped
stream	shopping	reached	knocked
quarrel	highest	welcome	divided
invited	shelves	besides	behaved
branches	kindness	becomes	himself
peaches	hundred	climbed	thousand
earliest	afternoon	borrowed	all right
potatoes	butterfly	clothing	November
every one	yourself	sunshine	everybody
scratched	explained	post office	everywhere

NAME..... AGE..... GRADE.....SCHOOL.....

MY SPELLING RECORD FOR THE YEAR



Directions to the Pupil

1. Enter your score made on Friday's test.
2. The weeks are numbered along the bottom of the chart and the per cent of words spelled correctly is shown along the left side.
3. On the vertical line above the number of the week, put a dot opposite the per cent which tells the score you made on Friday's test.
4. Do the same for each week in the year.
5. Each week draw a line joining the dot for that week to the dot for the week before.
6. Try hard to keep the curve at the top of the chart.

SUPPLEMENTARY LIST

Words in this supplementary list are primarily for those schools that have longer terms than eight months. There is no reason, however, why teachers in eight-months schools may not use them as extra assignments for those pupils who are particularly strong in spelling, if they so desire.

Lesson 1

harvest	what's	sides	teacher's
dipper	wireless	quilt	stoop
cone	younger	wooden	damp
beard	parlor	rules	oatmeal
careless	rested	bragged	knee
men's	beaver	fudge	forbid

She *bragged* much about her *fudge.*
What's a *wireless?*

1. Write all the words for this week that have two syllables.

(**Review Words:** Lesson 3, supplementary list, third grade, page 84.)

Lesson 2

aboard	works	mumps	sock
gardener	queer	howled	tickled
comma	airship	disobey	cider
puzzle	handful	we'll	knuckle
split	cheated	upset	families
tough	skirt	floated	children's

Did the *gardener disobey* you?
The boat *upset* as it *floated.*

1. Write the words for this week in alphabetical order.
2. Spell these words: q – – – r, d i s – – e y, k n – – k – –.

(**Review Words:** Lesson 4, supplementary list, third grade, page 85.)

Lesson 3

banks	ironing	writes	awl
apron	broth	slap	ferry
nursery	pudding	breeze	barley
parties	stalk	pantry	tuck
sauce	shirt	I'd	skated
where's	blade	tripped	pasture

Where's the *pudding?*
I'd skated at *parties* before.

1. Write the words for this week that name something to eat.
2. What two words in this week's list are contractions? What words do each of them stand for?

(**Review Words:** Lesson 1, supplementary list, fourth grade, page 118.)

Lesson 4

grandfather	bruised	spotted	camera
crackers	dreaming	bedroom	blister
bun	shortest	slices	freezing
dresser	sparrow	cornflakes	keg
scrape	breathing	buttermilk	Jesus
watermelon	dying	key	lasted

Grandfather was *dreaming* of *Jesus.*
A *sparrow* will eat *crackers* and *cornflakes.*

1. Write all the words for this week that have been formed by putting two words together.
2. Write the root word for: **dying, spotted, bedroom, freezing.**

(**Review Words:** Lesson 2, supplementary list, fourth grade, page 118.)

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